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ABSTRACT

This report consists of: (1) a description of role stereotyping and its effects on public instruction; and (2) guidelines and resources for the development of a plan to combat role stereotyping. Appendices include numerous sample forms and questionnaires, recommendations, checklists, and evaluation guidelines that might be used in an action plan to eliminate role stereotyping in the public schools. (Author/EB)

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FINAL REPORT
OF THE
MINORITY ROLE STEREOTYPING SUB-TASK FORCE
OF THE
STATE SUPERINTENDENT'S TASK FORCE ON
"FREEDOM FOR INDIVIDUAL DEVELOPMENT:
ROLE STEREOTYPING IN WISCONSIN'S SCHOOLS"

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Barbara Thompson, Ph.D. / State Superintendent

UD019541

FINAL REPORT

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MINORITY ROLE STEREOTYPING SUB-TASK FORCE

OF THE

STATE SUPERINTENDENT'S TASK FORCE ON

"FREEDOM FOR INDIVIDUAL DEVELOPMENT:

ROLE STEREOTYPING IN WISCONSIN'S SCHOOLS"

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July, 1976

Bulletin No. 7163

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PREFACE

Since 1954, numerous laws have been enacted affirming the right of diverse individuals within the school to have optimal opportunity for optimal development. These laws have included several federal Acts, such as Title VII (the Civil Rights Acts of 1964); Title IX (the Education Amendments of 1972); and the Revised Executive Orders Nos. 4 and 11246. The State of Wisconsin has enacted Chapter 115 for Special Education and has developed the Thirteen School District Standards (Chapter 90) which encompass multi-cultural curriculum materials. The Department of Public Instruction has promulgated Administrative Code P13.03 (1)(b) requiring human relations training as part of the preservice education for future teachers. Yet laws alone are never enough. Some ways must be devised for assisting those to whom the laws and legal precedents pertain, with implementation and acceptance of the laws in their own communities.

Accordingly, in 1975, State Superintendent of Public Instruction Barbara Thompson appointed the Minority Role Stereotyping Sub-Task Force to develop a resource manual for school systems to use on a voluntary basis that would ensure optimal freedom to develop for those groups most likely to experience denial of such freedom within the schools.

This report represents the culmination of many hours of work by the Sub-Task Force members and other concerned individuals across the state. Because of the large number of "minority groups" represented in our society, the Sub-Task Force believes that every school will find at least some of these groups represented in its school clientele. More importantly, the school will find programmatic and resource aids in the manual to help strengthen the preparation of its pupils for living in a society that values pluralism.

The Sub-Task Force has compiled recommendations, assessment instruments, attitude surveys, and resources that will assist the community, classroom teachers, non-teaching staff, supervisors, administrators, and the Department of Public Instruction to determine together their present and planned status in this area.

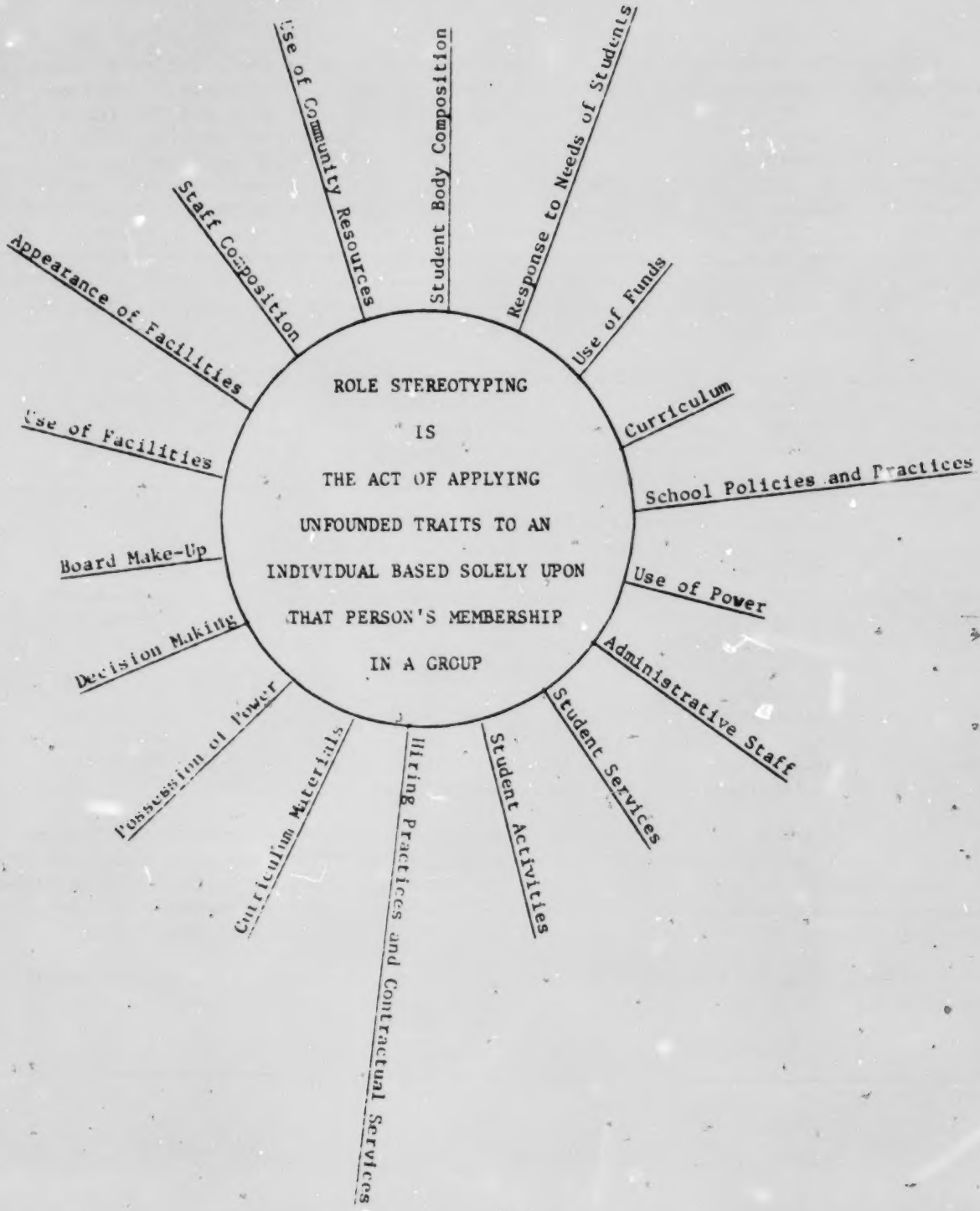
The Sub-Task Force deeply appreciates the many hours of leadership given to this effort by our chairperson, Gloria Gilmer, of the Milwaukee Area Technical College. We also appreciate the help given to us by members of the Sounding Board from across the state and by Dr. Thompson's staff at the Department of Public Instruction, and especially to Phyllis Hawthorne for editing the manuscript.

We hope that this report will make a significant contribution to individual development in Wisconsin.

Respectfully subbmitted by the Minority Role Stereotyping Sub-Task Force

Where do we look?

Where do we look?



If we do not identify role stereotyping and acknowledge that it exists, how can we combat it?

Teaching Our Children What They Are

"Each second we live in a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that 2 + 2 = 4, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: 'Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child exactly like you. In the millions of years that have passed there has never been another child like you . . . Yes, you are a marvel. When you grow up can you then harm another who is, like you, a marvel? You must cherish one another. You must work - we all must work - to make this world worthy of its children'."

-- by Pablo Casals

INTRODUCTION

How do we read all of this?

This report consists of: (1) a description of role stereotyping and its effects on public instruction, and (2) guidelines and resources for the development of a plan to combat role stereotyping. For background information on the need for such a plan, we recommend Section I to the reader. To conceptualize fully what might be needed to combat role stereotyping, we recommend that Section II, Kit I of the Appendices and Section III of the report be read in this order. To understand why so many similar efforts fail, we recommend Section IV to the reader. Types of assistance school districts might require in developing and implementing such plans appear in Section V of the report. When specific target groups or assessment areas are being studied, resources in the Appendix should be useful.

How is the term "minority groups" used?

The term "minority groups" in this report refers both to racial and to non-racial groups that are numerical minorities in the school environment. The specific groups to be treated in the report were designated in the State Superintendent's initial charge to the Task Force and are listed in the glossary.

Is implementation voluntary?

"When I distribute the model resource manual to local districts, it will be their decision to implement as many of the alternative solutions to role stereotyping problems as they see fit."

- State Superintendent of Public Instruction
Barbara Thompson

From where will we obtain the needed personnel?

Along with the school community, it is necessary to involve large numbers of other citizens in the planning and implementation of this program. It is the feeling of this Task Force that citizens are interested in their schools and welcome any opportunity for meaningful involvement that is not aimed at demeaning them or their children.

Is the assessment instrument objective?

The assessment instrument is a survey type device which may serve as a guide for generating recommendations for change. It should stimulate dialogue and a search for information. It should be used with the accompanying Team Report Form. Items are scored by the team's consensus after analyzing available data. Although educational decision-making is not generally an objective process, we believe that this instrument suggests that certain standards must be established, publicized, and adhered to equitably if all individuals are to be allowed to develop in our schools.

GLOSSARY

Action Model — An illustration of how a school district might implement the Action Plan for combating role stereotyping

American Indian — A person having origins in any of the original peoples of North America

Asian — A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands; this area includes China, Japan, Korea, the Philippine Islands, and Samoa

Black (not of Hispanic origin) — A person having origins in any of the black racial groups

Curriculum — An educational program designed to accomplish certain educational goals and to use specific educational means to accomplish those goals; includes the total school environment

Discrimination — The act of treating one party or group differently from the other; it usually results in treating one worse than the other

Economically Poor — CSA Poverty Guidelines for All States Except Alaska and Hawaii:[1]

Family size	Nonfarm family	Farm family
1	$2,590	$2,200
2	3,410	2,900
3	4,230	3,600
4	5,050	4,300
5	5,870	5,000
6	6,690	5,700

For family units with more than 6 members add $820 for each additional member in a nonfarm family and $700 for each additional member in a farm family.

Ethnic group — A group consisting of people of a common national origin who identify themselves or are identified with that origin

Ethnocentrism — A tendency toward viewing alien cultures with disfavor and a resulting sense of inherent superiority

[1]Poverty guidelines quoted by the Community Services Administration at the Office of Public Affairs, Washington, D.C., are used here to define the economically poor.

Hispanics	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
Handicapped children[2]	Children with the following conditions: (a) physical, crippling or orthopedic disabilities; (b) mental retardation or other developmental disabilities; (c) hearing impairment; (d) visual disability; (e) speech or language disability; (f) emotional disturbance; (g) learning disability; (h) pregnancy, including up to two months after the birth of the child or other termination of the pregnancy; or (i) any combination of conditions enumerated in parts (a) to (h)
Minorities	Racial and nonracial minority groups
Minority group	A group that is distinctive from the majority inhabitants of the United States on the basis of race or groups such as the economically poor, the elderly, school-aged parents, and the physically disabled in which race is not a prominent factor.
Model for Failure	A set of 10 errors to avoid in implementing programs
Native American	A person having origins in any of the original peoples of North America
Nonracial minorities	School-aged parents; physically, mentally, and emotionally handicapped; elderly; and the economically poor
Pluralism	A concept that aims toward a heightened sense of being and of wholeness of the entire society based upon the unique strengths of its members
Prejudice	A feeling and/or attitude of hostility (dislike, contempt, fear, anxiety, etc.) against an individual group or a preference for an individual group
Racial minorities	Blacks, Hispanics, American Indians, Asians
Racism	Any attitude, action, or institutional structure which subordinates a person or group because of their color
Role stereotyping	The act of applying unfounded traits to an individual based solely upon that person's membership in a group

[2]Laws of Wisconsin Relating to Public Schools, Subchapter IV, S.115.76(3) (Madison: Department of Public Instruction, 1974) p.345.

Sexism	A set of attitudes and practices based on a belief that differences between the sexes require or justify treating males and females differently from each other; such attitudes and practices usually lead to domination by the male, though in theory sexism could as well justify female domination
School-aged parents	Parents, male or female, who are within the age limits of compulsory school attendance laws; also includes pregnant girls
Special education program	Programs designed to aid students who are defined as educationally handicapped because of social and/or cultural deprivation
Stereotype	An oversimplified generalization about a particular group of people which usually carries derogatory implications
Target group	Racial and nonracial minorities
Target population	Target group

SECTION I. ROLE STEREOTYPING -- ITS NATURE AND SCOPE

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Introduction

Major influences upon the thoughts and actions of all individuals are beliefs so completely taken for granted that they are not consciously recognized, evaluated, or challenged. Many such beliefs are based upon stereotypes. In this section of the report we define stereotypes; characterize them along four dimensions - content, direction, uniformity, and intensity - and suggest how they may become tools in creating social relationships and evoking the roles of those involved in the relationships.

Definition of Role Stereotyping

A stereotype is an oversimplified generalization about a particular group of people that usually carries derogatory implications. Role stereotyping, as defined in this manual, is the act of applying unfounded traits to an individual based upon that person's membership in a stereotyped group. These generalizations may well stigmatize an individual as sharing the assumed characteristics of the group and thereby stand in the way of the maximum fulfillment of that individual's potential.

Relationship of Role Stereotyping to the School's Mission

The mission of every public school in this nation is to provide its students with those experiences necessary for the greatest possible personal achievement in a society that is composed of many diverse groups of people. To fulfill this mission, school districts must rely upon a variety of resources. To a large extent the quality of these resources will determine the quality of education and of life for the children in that district. If these resources nurture role stereotyping, then the school is unable to carry out this mission.

Direction of Stereotypes

The direction of stereotypes can be favorable or unfavorable. If the direction is unfavorable, then the range of activities of the individual members of the stereotyped group is restricted. Traits regarded by some groups as undesirable really may be applicable to any individual in any group, but one group projects an exaggerated image of these traits upon another group in order to suppress the existence of such traits in its own group. This process provides ego strength for those who stereotype, as well as a rationale for their treatment of others.

If the direction of the stereotype is favorable, then usually the range of activities of the individual members in the group is increased. Nevertheless, this static, unchanging perception of individuals in the group, even though it is favorable, may frustrate the mobility of the person who does not conform to the stereotype.

Uniformity of Stereotypes

Widely accepted stereotypes stem from the uniformity and agreement on the traits assigned to the stereotyped group, as well as from the frequency with which the traits are ascribed to the group. Groups that are not conspicuous in the culture are not always assigned a very uniform stereotype. From an early age we learn to separate people upon the basis of group characteristics. Once these images are adopted, our perception and understanding of individuals are blocked. The more it appears to us that the image is justified, the more uniform the stereotype becomes. Some adjectives assigned by a dominant group to a nondominant group may change from time to time. Shifts in perceptions about people, however, may just substitute one stereotype for another. For example, G.M. Gilbert points out that with the impact of World War II,

> The Japanese stereotype changed from a favorable image in 1940 of intelligent, industrious, and progressive to a negative image in 1950 of imitative, sly, treacherous, and extremely nationalistic and back to a favorable image today.[3]

The fading of some stereotyped images has been traced to changes in the social studies curricula and to the disappearance of the stereotypes from the cultural media.

Degree of Intensity

Although stereotypes assigned to a particular group appear to be well known throughout the culture, the name of the stereotyped group has a different meaning for those who dislike that group than it does for those who do not. The degree of favorableness or unfavorableness with which one reacts to individuals in a stereotyped group depends upon the intensity with which one likes or dislikes the group. Highly-prejudiced persons are prone to assign more stereotypes to a group than less-prejudiced individuals. Role stereotyping that emphasizes dissimilarities between two groups intensifies the hostility between the groups and therefore increases the desire for a physical separation between them. Positive role stereotypes that emphasize similarities among groups tend to nurture intergroup harmony.

Target Groups of Stereotyping

Everyone belongs to at least one group and is subjected to some form of stereotyping by virtue of membership in that group. In our society groups that are frequent targets of disparaging stereotypes are the Black Americans, Hispanic Americans, American Indians, Asian Americans, the handicapped, the elderly, school-aged parents, and the poor.

How Stereotyping Is Learned

Over and over again, children are exposed to negative attitudes about members of the target minority groups through information sources which they regard as trustworthy, such as the family, peers, institutions, textbooks, and other media.

[3]G.M. Gilbert, "Stereotypes: Persistence and Change Among College Students", Journal of Abnormal and Social Psychology, 46 (1971): 245-254.

Gradually the learner's perception is distorted and stereotypes and myths are accepted as truths. By repeatedly excluding positive images of the target population, while simultaneously building positive images of other groups into the life experiences of children and adults alike, stereotypes are learned.

> We tend to perceive in accordance with what we already believe, filtering out that which is alien. We tend to remember best that which is consistent with our current attitudes.[4]

How Stereotyping Is Taught

The dominant group of society sets the standards for what is acceptable in appearance, values, and behavior. It chooses styles assumed to be approximated by its own members as the standards by which group behavior is compared. Deviations from these standards are regarded as disabilities.

Our nation's schools were developed primarily to transmit these norms; therefore, stereotypes of the target population exist openly, yet unnoticed, in curriculum materials. Stereotyping is embedded in student-staff relationships; in out-of-class activities; in classroom practices; in personal interactions in the school; in the effectiveness of school and school learning; and in the extension of the school into the community.

Stereotypes are taught through the language. The habit persists in our society of designating certain adjectives to each social group. Generally adjectives used to stereotype minorities are unfavorable and are associated either directly or indirectly with disabilities or handicaps; e.g.:

> Women are emotional. American Indians are alcoholic. Mexicans are stupid. Blacks are culturally disadvantaged. Orientals are sneaky. Senior citizens are forgetful. Handicapped persons are helpless. Single parents are permissive. Poor people are lazy.

Stereotypes may be taught directly or indirectly. When primary teachers say to children, "Let's sit Indian style," and the children sit on the floor in a cross-legged position, a stereotype about American Indians is being taught. The misconception has been presented and reinforced that American Indians sit in this manner--one more mistaken idea the children have learned about American Indians.

How are untruths taught about skin color? It is common to see children being given pink or white paper to draw pictures of themselves. Often teachers say, "Use your skin color crayon to color in the face." If there is just one crayon labeled "skin color", this tells the child that there is one acceptable skin color. How strange and different people of other skin colors must appear to some of these children! How deceptively untruthful we can be, even in our well-intentioned efforts to educate!

Stereotypes are taught in textbooks through the illustrations; the characterizations of heroes and heroines; the kinds of relationships developed between persons who are different; and in the depiction of the contrasting life styles of individuals.*

[4]James D. Anderson and Dale G. Lake, From Information To Action (Washington: Alban Institute, Inc., 1974).

*For example, see Appendix C, p. 95.

In and out of school, stereotypes are perpetuated through jokes. Comedians choose stereotypes that demean the character of stutterers, elderly people, language minority people, and Black people as a source of entertainment for adults. Youngsters observe our enjoyment of this kind of humor and soon learn that it is all right to make fun of certain groups. After all, these people should have a sense of humor; no one really takes the jokes seriously. Whom is this humor harming? Whom is it helping?

Stereotyping is taught and nurtured, both in and out of school, consciously and unconsciously, in thousands of ways.

How Stereotyping Is Used

A major use of role stereotyping is convenience. It saves mental energy not to have to react to each person as an individual who is different from another. For example, in looking over the class list a teacher may say:

"Oh, here is a child with the last name of Lee. I wonder if the child is Chinese? I hope so; they are such good students."

"Here is a Garcia. They are artistic."

"Oh no. I have a child from the Howard family. What dummies!"

The teacher is setting expectation levels for these students, sight unseen. The Lee child is expected to succeed and the Howard child to fail. Now the teacher tends to remember only those observations about the children that fit the stereotypes he or she has assigned. In this way the teacher justifies his or her predetermined conduct toward the child.

Effects of Stereotyping on Minorities

Educators who perpetuate these stereotypes channel many minorities into tracks of lesser opportunity. Minority children who accept the stereotype may expect as little of themselves as the educator expects of them. Limited expectations of and opportunities for minorities begin in the lower grades and impact most severely in the employment market where career opportunities are related to sex, physical prowess, socioeconomic status, race, age, and parental status. Hence, role stereotyping contributes to the stabilization of personnel in various occupations. It fixes the earning capacity as well as the social mobility of the affected groups. It limits the power of the stereotyped group to effect political and economic changes in order to alter the existing social order. In this way, the school helps to produce the very inferiority society claims to deplore. The broad power of educators to channel privilege can be used either to establish and perpetuate stereotyped images of minorities in the minds of the young or to sharpen the awareness of the young to the inequities embedded in generalizing about people.

Effects of Stereotyping on Learners

Stereotyping is a two-headed monster; not only does it harm the stereotyped individual, but also it has negative effects upon those who perpetuate it. The habit of role stereotyping contributes to other undisciplined mental activities.

Reliance upon stereotypes causes individuals to fail to exercise their own observational powers and to fail to practice objective reasoning in order to draw realistic conclusions, a serious impediment to the learning process. Stereotyping can lead to a failure to learn about exceptions to general rules in science, mathematics, English, and other domains of knowledge, a factor which results in a mislearning of these disciplines.

Effects of Stereotyping on Educators and Schools

A particularly harmful situation exists among educators who rely upon stereotypes. Such dependence may diminish their ability to assess objectively both the weaknesses and strengths in the curricula, in their students, and in themselves. Hence, they may forego opportunities that would lead to their own intellectual and professional development. For example, as a teacher got up from his card game of sheepshead in the teachers' lounge and walked off to his class he remarked,

> "I don't know what I'm going to teach this period. I don't even attempt to teach these kids what I used to teach".

The teacher made this comment in a large, urban public school where the population had shifted from almost all white to 70 per cent black. Is it any wonder, then, that this school is experiencing a daily truancy rate of 40 per cent? The teacher's failure to grow further subordinates minorities by linking the students' capacity to learn to the teacher's ability and willingness to teach. This is one way that stereotyping ultimately may cause a school once in the vanguard of education to slip into relative mediocrity and obscurity.

Many school disciplinary problems are rooted in the habit of role stereotyping. If a student has been cast into a limited role stereotype by educators, then others expect the student to behave in the manner prescribed by that role. Students who have accepted the role may have the same conception of their behavior in society as the stereotype dictates. They come to believe that they are doing what they should be doing and may experience little outward conflict with those who have set the standards for them. Students who are compelled to attend school but who see the school as unresponsive to their needs may develop certain behaviors as a way to maintain their self respect. Educators may view such political acts as pathological and continue to have little respect for the students. Correspondingly, the students show little respect for, little confidence and trust in, and great hostility toward those who have a stereotyped image of them. It is almost impossible for the students to learn from those they distrust. These relationships can contribute to frequent disciplinary problems, high suspension rates, high truancy rates, and high dropout rates, especially in schools where most authority figures first come to know those they teach through stereotypes. This stereotyped image cannot be hidden from the learner.

Summary

By naively perceiving language simply as a tool for description, we mask its profound part in creating social relationships. Categorization may serve both a scientific and a political function. Any categorization scheme that consigns people to niches according to actual or potential accomplishments or behavior is bound to be political no matter what its scientific function. Once established, a categorization defines what is relevant about the people who are labeled. It encourages others to seek out data and interpret developments to confirm the label and to ignore, discount, or reinterpret counterevidence. The name of the category shapes belief and public policy and structures the qualities of individual people into compelling stereotypes.

* * * * *

The examples of role stereotyping presented in the preceding pages of Section I serve to make the reader cognizant of the devastating effect such stigmas can have on the children in our schools and on the citizens in our communities. The necessity for finding ways to combat role stereotyping is an acute one; a logical place to start is in the schools. An Action Plan has been developed by the Minority Role Stereotyping Sub-Task Force, as well as specific guidelines for preparing and implementing the Plan. It is hoped that the schools will study the suggestions in the guidelines and adapt them to their own needs and plans for attacking this universal problem.

The Action Plan is presented in Section II, beginning with a discussion of the principal objectives and phases of the Plan. The Section concludes with a consideration of obstacles that can befall the implementation of an Action Plan. Guidelines for implementing the Plan appear in Appendix A, Kit 1, page 32.

SECTION II. THE ACTION PLAN

Philosophical Framework

The school has purposes. School administrators, school directors, school teachers, students, and parents all have purposes. All are part of society which also has purposes. It is the emergence of a concept of dignity and of freedom for individual development from these purposeful elements of a school system that has motivated the development of the Action Plan.

What the school does to society affects what the society does to the school. Therefore, role stereotyping cannot be faced as a single problem but rather as a set of problems interacting upon the school and society. In the past, educators have tried to solve independently and for one moment in time sets of educational and social problems which were in themselves interactive. The positive effects of such solutions were of limited duration because of the changing nature of the school and society. As Russell L. Ackoff says:

> To learn is to improve effectiveness under constant conditions. To adapt is to maintain or improve effectiveness under changing conditions.[5]

In order to cope with educational and social problems, what is needed are school districts whose members can learn and adapt more effectively under conditions of increasingly rapid change. Rather than seek solutions to educational and social problems, we must develop processes which assure the maintenance and improvement of solutions over time. Such processes are a part of the content of this Action Plan and require the cooperation both of the school community and of the broader community for their implementation.

Intent of the Action Plan

The intent of the Action Plan is to help school districts come to grips with interacting educational problems as sets, rather than as independent problems, and to introduce experimental methods of management in order that the district and its schools may better serve their own purposes, the purposes of their members, and the purposes of society.

The Plan itself has been designed for use by all school districts and individual schools within school districts that need to resolve how the school or district can reshape the behavior patterns of students and staff toward various groups that coexist in this country without subordinating one group to another. In order to determine the extent to which the resources of the school are used to facilitate the development of minorities, the Plan assesses stereotyping in seven areas:

1. Curriculum and Curriculum Materials
2. School Policies and Practices
3. Hiring Practices and Contractual Services
4. Finances and Facilities
5. Teacher Inservice Activities
6. Power and Decision-making
7. Student Activities and Services

[5]Russell L. Ackoff, The Second Industrial Revolution (Washington: The Alban Institute, Inc., 1975).

Although the specific target groups in the Action Plan are designated as the American Indians, Black Americans, Hispanic Americans, Asian Americans, the elderly, school-aged parents, the handicapped, and the economically poor, the Plan is adaptable to any other stereotyped target group.

Objectives of the Action Plan

The Action Plan has three principal objectives:

1. To seek out and evaluate data about prejudicial role stereotyping in the policies, practices, and patterns of behavior in the public schools.

2. To plan and effect changes in behavior resulting from prejudicial role stereotyping in the public schools.

3. To maximize the effectiveness of staff and students in recognizing and removing prejudicial labels, prejudicial attitudes, and prejudicial school practices.

Six Phases of the Action Plan

The Action Plan consists of six phases, each phase leading into the next. These phases, which are explained more fully in the guidelines for preparing and implementing the Action Plan (Appendix A, page 32), are briefly described as follows:

PHASE 1.	PREPARATION	The first phase outlines activities school districts should consider in order to conceptualize and implement the Action Plan successfully.
PHASE 2.	TRAINING	The second phase indicates minimal training needs of those school/community persons who will be engaged in assessing the status of the school or school district relative to role stereotyping.
PHASE 3.	ASSESSMENT	The third phase presents items to be weighed by teams of school/community persons to determine the status of the school district relative to role stereotyping in the seven areas listed under "Intent of the Action Plan".
PHASE 4.	RECOMMENDATIONS	The fourth phase consists of the careful development of recommendations for change in those areas of need as indicated by the assessment process.

PHASE 5.	IMPLEMENTATION	The fifth phase requires the development of a plan for implementing the agreed-upon recommendations.
PHASE 6.	EVALUATION AND RECYCLING	The sixth phase describes a method that can be used to assess progress based upon previous actions to determine whether or not objectives have been achieved and what further or continuing efforts are needed.

It may be helpful at this juncture to provide a checklist of obstacles to the successful implementation of the Action Plan for the purpose of guiding decision makers away from procedures known to cause failure. In their totality, these obstacles are referred to as "A Model for Failure". They are described in more detail in Section IV. Stated briefly for this section of the report, the Action Plan will not work if:

1. It is inadequately or incompletely conceptualized.
2. Inadequate resources are allocated to the plan.
3. The staff is poorly prepared.
4. There is an insufficient number of capable staff.
5. The plan is not supported by top administrators.
6. Implementation timetables are unrealistic.
7. The plan's limitations in the political arena are unrecognized.
8. The plan is drowned in paperwork.
9. The attitude prevails that the plan cannot work.
10. The attitude prevails that the plan does not apply to us.[6]

[6]Most of the items in this checklist were adapted from Stephen J. Knezevich's book entitled Program Budgeting (Berkeley: McCutcham Publishing Co., 1973) p.278.

SECTION III. THE ACTION MODEL*

This is a model in outline form of the sequence of events a school district might have followed when using the Action Plan as presented in this report. The model may be useful in helping individuals or workshop groups in understanding the Action Plan.

I. The Preparation Phase

A. The District Administrator was apprised of the existence of role stereotyping problems within the school district.

B. The school board was informed of these problems and of the need to collect objective data to determine the magnitude of the problem.

C. The school board authorized the district administrator to undertake an attitude survey on role stereotyping in the district.

1. The sample for the attitude survey included members of the school community and members of the broader community.

2. The survey results were analyzed by specialists and the district administrator presented results to the school board together with the recommendation that they follow the Action Plan for combating role stereotyping.

3. The school board published the results in the local newspaper and invited several local organizations to participate in forums to interpret the results and to enlist their support.

4. Public opinion was overwhelmingly in favor of reducing role stereotyping within the district.

D. The school board adopted a policy statement on reducing role stereotyping in the district.

E. The school board established an ad hoc committee and engaged a consultant on role stereotyping to establish standards and a mechanism for launching plans for a "Freedom for Individual Development" project in the district.**

1. The ad hoc committee planned an awareness workshop for the entire school board.

2. The work of the ad hoc committee of the school board resulted in the appointment of an advisory committee to implement an Action Plan to combat role stereotyping in the district.

* See Appendix A, page 32, for detailed guidelines.
** See Appendix A, page 32, for responsibilities of this ad hoc committee.

(a) A series of awareness and orientation workshops were conducted for the advisory committee.

(b) A school that already recognized the need for remedial action and which had requested help in solving its own problems was selected for field-testing activities.

(c) The advisory committee set up an organizational structure as suggested in the Superintendent's Resource Manual on Freedom for Individual Development.*

- The training subcommittee** scheduled orientation workshops for interested community agencies, organizations, school personnel, and individual citizens.

- The publicity subcommittee organized a list of all community organizations and agencies which had educational programs for children and youth and then arranged with them a series of activities to encourage citizen participation in the project.

II. The Training Phase

A. Orientation workshops on role stereotyping were held at different locations.

1. The objective was to make participants aware of their own feelings on role stereotyping and to help them identify what is and what is not role stereotyping.

2. Workshop groups were formed by a random selection of registration numbers.

3. The suggested minimal content for orientation workshops on combating role stereotyping was followed (see page 38 in Appendix A).

4. The final workshop session was devoted to registering participants for each assessment area.

B. Several training sessions on the Action Plan were held at different locations.

1. The objective was to familiarize participants with the Action Plan.

2. The participants met in groups across school and community lines according to the assessment area selected by them.

* See Table 2, "Suggestions for the Organizational Structure", in Appendix A, page 34.

** See Responsibilities of the Training Committee, Appendix A, page 37.

3. The contents of the orientation workshops were reviewed and the assessment items with their corresponding district standards were studied.

C. Several training sessions on skills in using the instruments in the Action Plan were conducted.

1. The objective was to develop skills in identifying role stereotyping in the chosen assessment area and to develop skills in reporting findings and writing recommendations.

2. The participants were grouped according to their responsibilities to discuss specific assessment items and to consider the team reports.

a. Separate sessions were held for team members with their facilitators.

b. Area coordinators and team facilitators were trained to merge team reports into seven area reports.

c. The advisory committee was trained to integrate area reports into a final report to the school board.

3. The content of the training sessions incorporated the skills needed for identifying role stereotyping in school policies, practices, and procedures by examining school documents containing information relevant to their specific assessment areas.

4. Reaction sheets were completed by the participants to determine what additional skills were needed (see Appendix B, page 92).

III. The Assessment Phase

A. Area teams met and participants were subdivided according to interest/knowledge to consider specific items in the assessment instrument.

B. A master schedule across areas was developed for interviewing school personnel and for observing related school activities.

C. All assessment activities were initiated simultaneously and were completed within six weeks.

D. Each team received assistance as needed in scoring items, reporting, and analyzing findings (see Appendix A, page 140).

IV. The Recommendations Phase

A. Each team in a, given area was required to summarize its work by completing the Team Report Form (see illustration on pages 19-21).

B. Each area coordinator compiled an assessment area report from the data reported by the teams in the area.

C. The format of the Team Report Form* was used to develop area reports.

D. The findings were objectively stated from the data gathered from the information sources.

E. Before recommendations could be made, the team speculated about possible causes and effects of their findings.**

F. The conclusions represented the objective inferences of the team members.

G. The score was arrived at after a careful consideration of the cumulative information in the first five sections of the report.

H. The team's priorities were needed for the school board's similar procedure during Phase Five.

V. The Implementation Phase

A. The report of the advisory committee was accepted by the school board.

B. Recommendations were listed in order of priority and categorized as long- or short-range plans.

C. The recommendations were referred to those having the responsibility for implementation in order that they could develop specific program activities (see Appendix A, page 61).

D. The Implementation-Evaluation Activities and Timetable Form (Table 1, page 22) was completed and attached to the other information called for on page 61 in Appendix A.

E. Appropriate administrative staff reviewed all implementation plans before they were referred to the school board for acceptance.

F. Acceptable plans were then forwarded to those responsible for their implementation.

G. Implementors were informed of the data needed to evaluate their programs and of the evaluation activities and time schedule.

VI. The Evaluation and Recycling Phase

A. Prior to the evaluation date, a team of internal evaluators and a team of external evaluators were picked by the school administrator in cooperation with the advisory committee.

B. All staff related to the program were involved in the evaluation.

* See illustration on page 19-22.

** See examples of Recommendations in Appendix C-9, page 121, and Appendix C-10, page 125.

C. Evaluation purposes were determined and the audience for which the report was intended was established as the entire community.

D. Data were collected to supply information suggested in the evaluation report (see page 63 in Appendix A).

E. Planning decisions were evaluated by using the instrument in Appendix D, page 161.

F. Product evaluations utilized "Indicators of Success" from the Implementation-Evaluation Activities and Timetable Form on page 22.

TEAM REPORT FORM
(An Illustration Only)

1. ASSESSMENT AREA - Curriculum and Instructional Materials

2. ASSESSMENT ITEMS (by item number) — Score

   a. The school is in compliance with standards which require the use of curriculum materials that reflect the pluralistic nature of American society. — 1

   b. A committee has been set up to determine that texts and other materials treat racial and nonracial minorities in a nonstereotypic manner. — 1

3. STANDARD

   Textbooks must not omit the actions and achievements of minorities; demean minorities by using patronizing language; or show minorities in stereotyped roles with less than the full range of human interests, traits, and capabilities.

4. INFORMATION SOURCES

   Four textbook series used extensively in the district; curriculum guidelines; Administrative Code requirement in Human Relations (see Appendix C-1, page 96); Guidelines for Textbook Selection (see Appendix C-5, page 105); 10 Quick Ways to Analyze Children's Books for Racism and Sexism (Appendix C-4, page 101); Policies and Procedures for the Selection of Instructional Materials (Appendix D-6, page 146); Proposed Administrative Procedures for Materials Selection (Appendix D-8, page 155); interviews with school administrators, school psychologists, guidance counselors, teachers, students, parents, media consultant on role stereotyping; media selection committee, community leaders; data from student poll reports.

5. FINDINGS, CAUSES, AND EFFECTS

   a. Findings

      In the four textbook series analyzed, 84% of the central characters were White. Minorities were shown more frequently in fantasy or historical settings rather than in realistic contemporary settings. These readers were used at all schools, regardless of the school population. Magic or good luck is used to solve individual cases of poverty. Only racial minorities were portrayed as poor. Some 1964 pre-primers that are still being used portray all families as composed of mother, father, sister(s), brother(s), dog, and cat.

      Four per cent of the teachers interviewed said that they do have access to multi-racial curriculum materials but do not use them because they feel uncomfortable with them.

Sixty per cent of the minority students polled said that teachers use curriculum materials in ways that make members of minority groups in the classroom uncomfortable.

Neither the media specialist nor any member of the media selection committee is specifically trained to recognize stereotypic materials.

Only textbooks on the adoption list may be ordered.

The curriculum guidelines suggest activities to help students understand cultural differences, but many teachers have had no experience in evaluating the ways in which racism, prejudice, and discrimination can be neglected in instructional materials.

b. Possible Causes

(1) Money. The school board is aware of the problem, but has allocated all its monies in other directions. No money has been allocated to replace the unsatisfactory materials.

(2) Materials. Materials offered by the publishers are unsuitable.

(3) Administrative Code Requirement in Human Relations. The Code requirement applies only to teachers prepared in Wisconsin and many teachers were in the system before the Code was adopted or received their training preparation outside of Wisconsin.

(4) Community Pressure. Members of the local community have actively opposed the introduction of multi-racial, nonstereotypic curriculum materials as unnecessary and potentially disruptive.

(5) Media Selection Committee. The Committee lacks intercultural proficiency to select more accurate textbooks.

c. Possible Effects

(1) Educational alienation for some students

(2) Reinforces racist opinion that minorities are confined to their lower socioeconomic situations because of inherent inferiority

(3) Strengthening of ethno-centrism (seeing events only from the viewpoint of one's own culture)

(4) Molds apathetic and passive citizens who believe their problems will be solved by magic or luck

(5) Alienation may manifest itself in high truancy rates

(6) Student-teacher conflicts

(7) Miseducation for all

(8) Loss of objectivity

(9) Decline, on the part of some, of confidence in the schools

6. CONCLUSIONS

The textbook still is the most basic and widely used educational tool that the teacher has. Therefore, we should be concerned whether or not textbooks are written in ways that actively work to correct distortions and counteract the invisibility of minority groups.

Children need a more realistic assessment of the causes and reality of poverty and the development of a sense of their own power with others to do something about it rather than wait for luck or magic.

a. Stop buying biased instructional materials.

b. The school district should reconsider its monetary allocations so that a significant portion is used to replace unsatisfactory curriculum materials.

c. A media selection committee of knowledgeable, aware people would be formed to review old materials and recommend new ones.

d. If the media selection committee does find that no suitable materials have been published, strong pressure should be applied to publishers through their salespeople and directly to their central offices to produce suitable materials.

e. Teachers should attend inservice training sessions to develop their awareness and appreciation for the pluralism of American society and to learn how to use the materials they already have. Train students by community agency or university group, perhaps for credit. Set up exchange teams with universities to train students and teachers. Use suggestions in "What Can You Do About Biased Textbooks" (see Appendix D-7, page 151).

f. Open community meetings should be held to show members of the community why multi-racial and nonracial materials are of benefit to their children.

<u>Priorities</u>

<u>Short-range goals</u>:

Teacher training (e)

Conversion of the community (f)

Redistribution of school district funds along with formation of a suitable trained selection committee (b and c)

<u>Long-range goals</u>:

Apply pressure to publishing companies to produce suitable materials.

Table 1

Implementation-Evaluation Activities and Timetable
(Illustration of An Implementation Plan)

Recommendation	Particular Objective	Activity	Target Population	Target Dates	Indicators of Success	Data Collection		
						Record	When	By Whom
Plan teacher inservice workshops on strategies for combating role stereotyping in classroom	Motivate learning and achievement Reduce academic isolation of minorities in classroom by at least 90%	Develop a variety of learning groups in the classrooms of varying sizes a. Discussion groups of 6 in which each child has a unique contribution to make b. Independent study groups of 2 or 3 c. Project teams to produce a product after an extended period of working together	Teachers in workshops	Begin at end of first month of semester Evaluation monthly in the inservice class Complete by end of semester	90% of minority students not isolated academically Increase in student achievement scores Greater satisfaction for students with learning environment as measured on environmental scale	Teacher and student observations Test scores of all participating students Responses to student questionnaires	Periodically during semester when appropriate After each test After first month and during final quarter of school term	Workshop coordinator with teachers in workshop Classroom teacher Classroom teacher

SECTION IV. A MODEL FOR FAILURE

This section of the report provides a checklist of obstacles to avoid when implementing the Action Plan. In their totality, these obstacles are referred to as "A Model for Failure." A successful implementation of the Action Plan will accomplish two things: (1) it will identify and change policies and procedures that perpetuate role stereotyping in the schools, and (2) it will create an impartial environment, by the use of district standards, through which opportunity for development can be shown to be unrelated to group membership.

Extreme caution must be taken, however, in employing the right procedures to carry out the Plan. The process of putting the new concept into practice is as vital to its success as the validity of the concept. Failure to adopt new ideas to accomplish the desired results more often is owing to errors in the implementation process than to a lack of merit in the concept. The Action Plan can be aborted when any of the following conditions is superimposed upon it:

1. The plan is inadequately or incompletely conceptualized.

   Frequently, decision makers embrace noble concepts and decide that their institutions can benefit from their application. Often these concepts involve new ways of thinking, new approaches, or a rearrangement of the institution's organizational structure. The more "catchy" the concept, the more likely it is to be adopted without fully exploring very basic implications for the particular institutions.

   Regardless of the apparent merits of the concept, it should be tested on a limited basis first to allow implementors an opportunity to understand it completely. Ideally, several alternative implementation approaches should be tested before committing the entire district either to the concept or to a particular variation of it. Failure to do so is like diving into a river without knowing how deep it is.

2. Inadequate resources are allocated to the plan.

   Frequently, guessing rather than using reliable estimates of the short- and long-term costs of implementation will lead to a bind at some point. In particular, this is true of staffing demands. A pilot test of the plan will provide more objective data on the nature, quantity, and quality of the necessary resources before the institution is totally committed to the plan. Don't grab a whale by the tail.

   Once sufficient data exist to indicate that a total commitment is justified, the plan should be made an integral part of the ongoing teaching-learning process. If it is not integrated into the regular school program, chances are the plan is not supported internally, and therefore it is likely to be cut off when outside funds dry up.

3. The staff is poorly prepared.

In every institution there are key staff members who must understand and be committed to any changes that are proposed. Some of these people will require special training. To mandate a change without fully informing, orienting, and training them; without giving them a chance to have input; or without acquiring at least their implied support is to guarantee floundering. A school is not a ship where only the captain need know the destination.

4. There is an insufficient number of capable staff.

It is important to assign staff with the necessary skills and in sufficient numbers to handle the additional responsibilities adequately. This may require adding new staff or shifting the responsibilities of existing staff. A pilot program is helpful in this determination. A sure way to risk complete failure is to shift staff with capability in one area to another area in which there is no evidence of that particular staff's ability for the task. A poor administrator rarely matches needed job skills to the individual staff member's capabilities.

5. The plan is not supported by top administrators.

Although top administrators may not admit openly that they do not support a plan they have been authorized to direct, they can allow a plan to fail. One way is by providing minimal support to those who are directly responsible for implementing the plan and who believe it can work as a result of similar positive work experiences in the past. The administrator may regard such persons as extremists and either allows for no planning time or never manages to get beyond the planning stage. All evaluation efforts are avoided.

If the administrator is incompetent for the job, no one may realize it other than those dedicated "extremists" who are powerless to change the situation. Unless a crisis occurs, the administrator will continue to function in this fashion, unchecked by his superiors, until finally they are convinced that the idea was not a good one in the first place. The plan then is abandoned.

6. Implementation timetables are unrealistic.

Poorly conceived timetables are the cause of considerable staff disenchantment with any new process. Timetables planned from the top of some administrator's head often underestimate the time required to do the job. A simple principle to follow here is the realization that everything takes longer to accomplish than one initially would think. The other extreme is to work without a timetable or execute one as the process moves along. This procedure causes the staff to vacillate between periods of complete dormancy and periods of shattering haste. In either case, failure to prepare a workable implementation schedule can only be a barrier to success.

7. The plan's limitations in the political arena are unrecognized.

If the plan is half-heartedly supported by the district administrator, the school board, teacher organizations, and parent organizations in the district, then it probably will fail. Combating role stereotyping is as political as it is human. Role stereotyping not only shapes individuals' expectations and wants, but also it shapes beliefs regarding what they deserve. Those who embrace the plan will be in conflict with those whose interest is served by reinforcing what people already believe and perceive. Those who embrace the plan also will be in conflict with those who have a manufactured interest in the plan but are neither attuned to the problem nor to any responsibility for really doing anything about it. The nature of the subject has political implications that must be fully explored through good public relations and public education. The school community should be involved to every extent possible in all stages of planning and implementation.

8. The plan is drowned in paper work.

If in the planning process there is no concern for reducing the amount of paper work to minimum essentials, then implementors of the plan may be drowned in paperwork. Disgust with too much paper work leads to frustration with the plan. All paper work should have a purpose and a use; amassing useless information is a sign of inefficiency and can reduce effectiveness.

9. The attitude prevails that the plan cannot work.

Those persons who are convinced the plan cannot work may be saying only that they never have seen a plan of this nature work. Hence, their words are pure conjecture. They may offer many technical arguments to support their position. They deserve to be heard so that strategies can be designed to overcome the obstacles they identify. These individuals should not be authorized to administer the plan because they will not seek an alternative to failure.

10. The attitude prevails that the plan does not apply to us.

"Ours is an all-white community; this plan does not apply to us," is likely to be a first reaction to the design in some communities. Since school-aged parents, the poor, the handicapped, and the elderly are included in this plan, it is doubtful that it is inapplicable in any community. The need always exists to assess whether or not the school environment inhibits the natural development of certain children. The range of satisfying job opportunities diminishes for graduates of schools in districts where role stereotyping is perceived narrowly. Dissatisfaction may be imbedded in the graduates' stereotyped images of themselves and in their stereotyped images of the world outside the district boundaries.

The school is obliged to expand rather than limit the experiences of its graduates, if not directly, then certainly vicariously, so that their chances are increased for adjusting to society as a whole.

Summary

Understanding the potential impact of the Model for Failure is important for all concerned with initiating change. Experience demonstrates that some people in key positions are there because of very specialized skills or general skills acquired in bygone eras. The utilization of new ideas often requires new skills, attitudes, and perspectives which these persons have not acquired. The result is that they completely overlook or treat cavalierly many basic steps. Just as the cornerstones of a building must be carefully located and soundly constructed, so must the implementation plan of a new idea. Nothing is more self-defeating than to build a new program from the blueprints of a failing model.

SECTION V. RECOMMENDATIONS TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR ASSISTANCE TO PUBLIC SCHOOL DISTRICTS IN ELIMINATING MINORITY ROLE STEREOTYPING

For successful realization of the goals set forth in this report, the State Superintendent of Public Instruction must provide continued assistance to all school districts. Moveover, stereotyping as used in this report is the antithesis of "Freedom for Individual Development" because it involves singling out a specific trait or characteristic in a person as representative of the whole group. To emphasize further the debilitating effect on individual development, three attributes of stereotyping are given:

1) It does not allow the communicator to see the other person singly, as a unique individual--perhaps its principal menace.

2) It is particularly dangerous because it prejudices communicators before they interact.

3) It robs a minority person of individuality and obstructs intercommunication of people.

Thus role stereotyping is an effective menace to any freedom for development of individuals.

To emphasize the importance and proper thrust of the recommendations, some examples of known or projected problems have been highlighted as "findings". This approach should assist the DPI staff in soliciting better alternative solutions since the staff will now recognize what our recommendations seek to resolve. Consequently, the recommendations have been placed into two groups, each of which clarifies further the significance of the original suggestions.

Group A - Recommendations based on stated findings or problems.

1. Findings: Stereotypes are perpetuated in the job market when minorities are found to have been graduated with insufficient basic competencies for employment. What a grade measures is vague and varies from teacher to teacher. What the citizenship grade actually measures is even more vague.

   Recommendations:

   a. The State Superintendent should develop standards of competence and techniques for measuring them for placement, promotion, and awarding of diplomas. The evaluation design of the National Assessment of Educational Progress may be useful in identifying assessment techniques other than paper-and-pencil tests.

   b. The State Superintendent should develop a checklist for determining both achievement and citizenship grades. Inform students, parents, and teachers how these checklists are used in determining grades.

2. Findings: The law that links state aid to daily attendance may cause school personnel to issue failing grades to students who do not attend their schools. Since such grades are not the result of the teacher's knowledge of the student's competence in the subject, they may become a legal issue in the future.

   Recommendation: The State Superintendent should examine the policy and amend the grading system to abolish this practice.

3. Findings: Many minority parents feel that school officials are unresponsive to their requests for assistance in solving school-related problems.

   Recommendations:

   a. The State Superintendent should design an opinion poll to be administered by school districts on an annual basis in order to assess the feelings of the local school and its broader community about how well they are doing. The assessment instrument in Phase Three of the Action Plan may be useful in identifying items for the opinionnaire.

   b. The State Superintendent should provide school districts with a model for processing complaints of minorities, since school officials may find the "actual experiences" reported by minorities unbelievable.

4. Findings: Inconsistencies in the amount of money spent to alleviate inadequacies in school environments for minorities and the progress realized by minorities in these environments need to be rectified.

   Recommendation: The State Superintendent should evaluate programs aimed at freeing minorities for individual development. If such programs can demonstrate no narrowing of gaps for each year of their existence over a fixed number of years, then they should be replaced. Recommendations in Phase Six of the Action Plan may be useful.

Group B - Recommendations categorized under the six phases of the Action Plan.

1. Preparation Phase

   We recommend that the State Superintendent of Public Instruction

   a. Hold regional conferences of 1 to 2 days with administrative and non-administrative representatives from each of the 436 school districts working with this report and its implementation, as was done with the report of the Sex Role Stereotyping Sub-Task Force.

   b. Charge the representatives in a above with communicating the contents and the intent of this report to their local school districts.

   c. Contact or recognize one or more of the Sounding Board Members located in the region or area where a given one- or two-day conference is being held dealing with minority role stereotyping.

   d. Include as a program within the budget adequate resources to implement the work in this area.

2. Training Phase

We recommend that the State Superintendent initiate a training program in which curriculum supervisors from across the state will receive special training to prepare themselves for assisting local schools with inservice programs on minority role stereotyping.

3. Assessment Phase

We recommend that the State Superintendent:

a. Gather data from each Wisconsin school district similar to that required in the assessment instrument from this report and recommend that each district prepare annual status reports.

b. Provide computerized analyses of data for school districts using opinionnaires.

c. Modify its policies, personnel and programs to be exemplary models for other state educational groups.

4. General Recommendations Phase

We recommend that the State Superintendent:

a. Insist that all schools follow federal and state laws, executive orders, regulations, administrative rules, and guidelines related to minority role stereotyping and the 13 School District Standards.

b. Extend the Department of Public Instruction's Human Relations Code to require a given number of hours or credits of human relations training for each classified and all certified staff in the schools within two years from the release of this report.

c. Direct school districts to assess methods used to secure and assign to schools teachers who are sensitive, dedicated, and best suited to educating minority young people.

d. Extend certification to include a required course in Special Education for each teacher requesting initial certification.

5. Implementation Phase

We recommend that the State Superintendent:

a. Hire a person to oversee the implementation of this plan and to provide training for human relations consultants in the use of the plan.

b. Enjoin other agencies to assist schools in their efforts to implement the plan.

c. Initiate training programs for supervisors.

6. Evaluation Phase

We recommend that the State Superintendent urge the passage of legislation which would require school districts to develop a plan for eliminating minority role stereotyping, as an additional criterion for obtaining state aids.

SECTION VI. APPENDICES

APPENDIX A, KIT 1. GUIDELINES FOR THE SIX PHASES OF THE ACTION PLAN TO COMBAT ROLE STEREOTYPING IN THE PUBLIC SCHOOLS

APPENDIX A, KIT 1. GUIDELINES FOR THE SIX PHASES OF THE ACTION PLAN TO COMBAT ROLE STEREOTYPING IN THE PUBLIC SCHOOLS

Phase I. Preparation

The purpose of the Preparation Phase is to suggest roles which the school community and the broader community can share in assessing the school district for evidence of role stereotyping.

Part I. The Awareness Level - Responsibilities of the Local School Boards

1. Conduct an attitude survey on role stereotyping (copies of several survey instruments appear in Appendix B, Kit 2, Preparation and Training Phases, page 65), using a random sampling of:

   - Administrators
   - Teaching and non-teaching staff
   - Students (present, former, dropouts)
   - Parents
   - Other community members

   The random sampling should include proportional representation from:

   - American Indians, Asians, Blacks, Hispanics, Whites
   - Handicapped individuals (visually, emotionally, physically)
   - Parents (divorced, single, school-aged)
   - Various economic levels (poor, on welfare, middle and upper income)
   - Various age groups

2. Evaluate survey results, with the help of a consultant on role stereotyping, to determine the stage of awareness of a given school in the district and the district as a whole relative to role stereotyping. (See Appendix B-1, page 66, for strategies.)

3. Publicize results of the efforts of districts in combating role stereotyping to encourage the participation and interest of others in eradicating role stereotyping from the school environment.

4. Reassess values, attitudes, and opinions about role stereotyping in the school environment as well as in the community.

Part II. The Planning Level - Committee Responsibilities and Organizational Structure

An ad hoc committee composed of school board members should be appointed by the local school board. The responsibilities of the ad hoc committee would be to:

1. Adopt district standards for each assessment item in the Phase III assessment instrument.

2. Design and carry out an awareness workshop for school board members.

3. Propose an administrator to coordinate the project.

4. Engage a consultant on role stereotyping.

5. Suggest criteria for membership on an advisory committee.

6. Recommend the responsibilities and authority of the advisory committee, the coordinator of the project, and the consultant on role stereotyping.

7. Recommend to the president of the school board names of a possible chairperson and members of the advisory committee.

8. Establish guidelines for the deployment of administrative and clerical staff to the advisory committee.

9. Design orientation workshops for the advisory committee.

10. Determine the time frame for completion of the six phases of the Action Plan.

The advisory committee to be recommended by the ad hoc committee should have broad representation from the local school board, school personnel, target groups, and students (see organizational structure in Table 1, page 34). Responsibilities of the advisory committee are identified as follows:

1. Organize as many assessment teams as are needed; more than one is preferable for any given area.

2. Widely publicize and encourage community participation in the assessment process.

3. Design a committee structure and a team structure to carry out the Action Plan.

4. Design a way of work that leads to the sharing of findings across diverse team groupings to check perceptions and eliminate duplications of effort.

5. Design an adequate training program for those who will be assessing the school district and making recommendations.

6. Facilitate the movement of people and the dissemination of information.

(See Appendix B-1, page 66, for strategies for larger school districts or groups of school districts.)

Suggestions for an organizational structure of the responsibilities, membership, and lines of communication for the Freedom for Individual Development Project are outlined in the following pages:

TABLE 2

Suggestions for the Organizational Structure of the Freedom for Individual Development Project

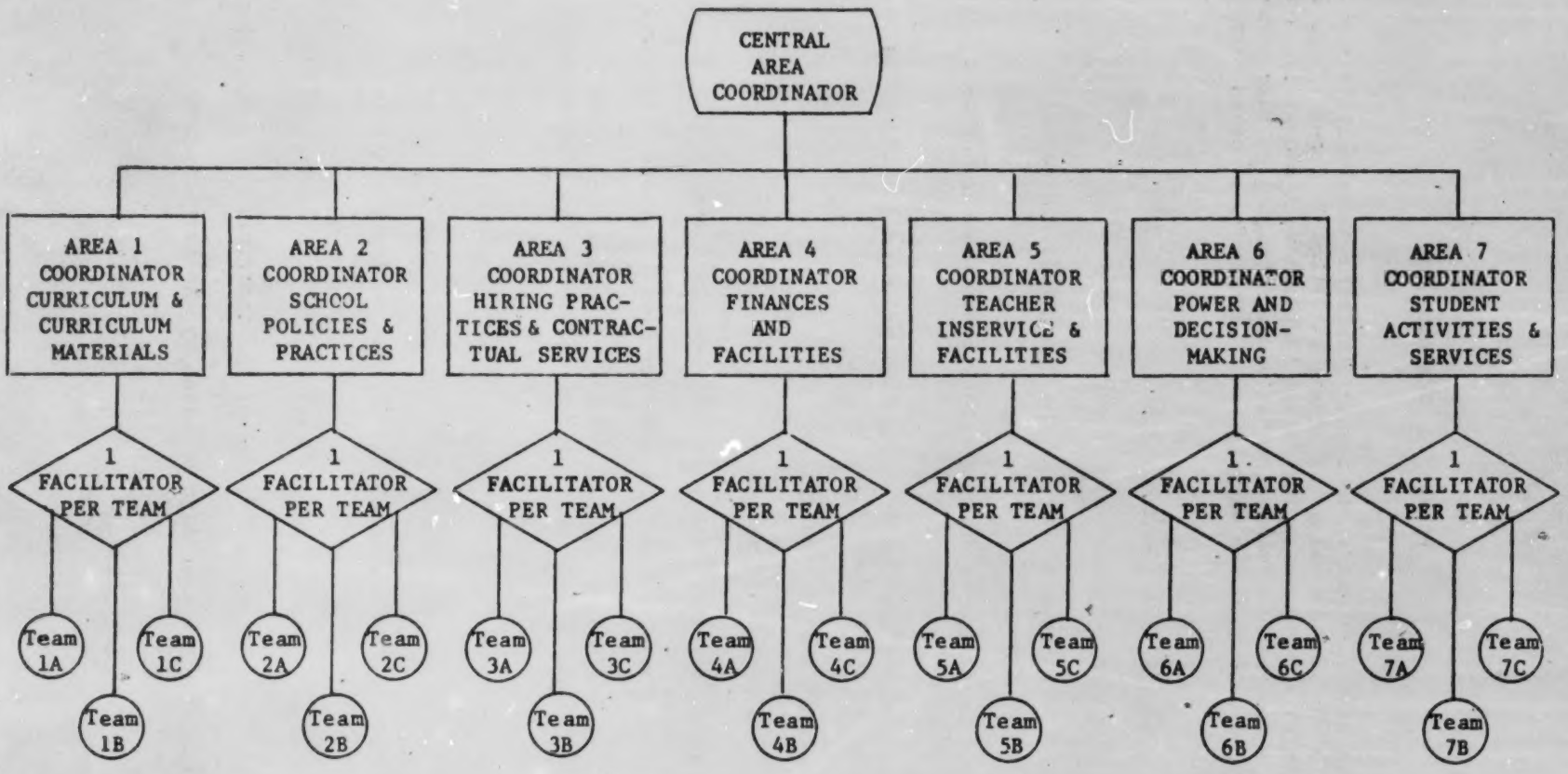
Agent	Responsibilities	Membership	Line of Communication
Project Coordinator	Plan and direct the entire project in cooperation with the Advisory Committee; act as a liaison between the school board and the advisory committee; prepare the budget; serve as a member of all subcommittees of the advisory committee; gather, duplicate, and distribute materials; receive reports from area team chairperson	A person with an administrative background, or capable of functioning as an administrator, who already has a comprehensive understanding of role stereotyping	Reports to the school board
Advisory Committee	Plan and direct with the coordinator the entire project; determine subcommittee structure and recommend facilitators; act as liaison between the school board and the central area coordinator; release progress reports to the community	12-15 members, including school board members; school personnel; an instructional materials specialist; representatives of the target groups; students and former students (graduates and dropouts); and a consultant on role stereotyping	Reports to the school board
Subcommittees of the Advisory Committee			
. Budget	Prepare the budget		
. Recruitment	Recruit people from the total community to serve on assessment teams		
. Training	Plan and arrange for all orientation and training sessions for facilitators and assessment teams		
. Materials	Gather, duplicate, and distribute materials as needed		
. Standards and Evaluation	Set standards for recommendations and evaluate recommendations in light of the standards		
. Publicity	Keep community informed about the work of the advisory committee		

TABLE 2 (Continued)

Agent	Responsibilities	Membership	Line of Communication
Team Structure			
. Central area coordinator	Coordinates work of area team; provides for supporting services to area coordinators	A member of the advisory committee; a staff person	Reports to the advisory committee
. Area coordinator	Coordinates work of all appraisal teams in a given area; arranges for meetings to get consensus on the answers to assessment items within the area; writes reports from team chairperson	One coordinator for each assessment area	Reports to central coordinator
. Team Facilitator	Assists area team members in discharging their responsibilities	Team member who has completed the orientation and training workshop	Reports to area coordinator
. Area teams	Gather information in a given area by observations, interviews, study of documents, etc., in order to score specific assessment items in that area; collect information from teachers, students, parents, principals, administrators, community representatives	Four to eight people per team taken from a broad cross section of community groups; several teams in each area	Report to team facilitator
. School consultants	Provide accurate information and materials about a specific school; refer facilitators to appropriate sources to gather needed information about the specific school	Representatives from the central administrative staff, teaching, and support staff in the given schools	Report to team facilitator and area coordinator
. Community consultants	Provide accurate information and materials about community groups; refer facilitators to appropriate sources to gather needed information about the community	Representatives from business, labor, industry, education, religious affiliations, public and private agencies	Relate to team facilitators and area coordinators

Figure 1

Team Structure



Phase II. Training

The purpose of this Phase is to suggest training possibilities for the diverse groups of people who will be using the assessment items in Phase III to determine the degree to which role stereotyping exists in the school district. Orientation and training are recommended because people's understanding of role stereotyping will be at varying levels. (See page 14 for an Action Model based upon these guidelines.)

Responsibilities of the Training Committee

1. Determine the training objectives.
   - Make participants aware of their own feelings on role stereotyping.
   - Help participants identify what is and what is not role stereotyping.
2. Select members for the training team who have experience in combating role stereotyping.
   - A human relations specialist
   - An administrative designee
   - A representative from the local education agency
   - Trained local representatives (students, parents, teachers)
3. Plan orientation workshops, training sessions, and inservice training as needed to conduct the assessment and recommendations phases.
   - Sessions on role stereotyping, its nature and scope
   - Sessions on the Action Plan, its techniques and tools
   - Skills training sessions on the use of instruments in the Action Plan
4. Design evaluation techniques to:
   - Determine the effectiveness of the training
   - Determine the knowledge acquired by the participants

Orientation Workshops

1. Minimal content

   - Organizational structure of the school district and its pupil services
   - Concept of role stereotyping and its negative effects
     - . Inclusion of examples of how stereotyping operates in the school
     - . Administration of the attitude surveys to the group and discussion of results (See Appendix B, page 65)
   - Comparison of the group's results on the attitude surveys (Appendix B, page 65) with the school district's results.
   - Statement of the school board's commitment to combat role stereotyping
   - Demonstration of the resource manual
   - Registration of participants for each assessment area:
     - . Curriculum and instructional materials
     - . School policies and practices
     - . Hiring practices and contractual services
     - . Finances and facilities
     - . Teacher inservice activities
     - . Shared power and decision-making
     - . Student activities and services

2. Suggested ways of grouping workshop participants:

   - School board members
   - Advisory committee
   - Local school advisory committees - example: Superintendent's Advisory Committee; School System's Human Relations Advisory Committee
   - School board members and administrative staff
   - Teachers, principals and professional support personnel (speech therapists, psychologists, etc.)

- Teachers and students
- Parents and community people
- Professional support personnel
- Other support personnel (persons in maintenance, food service, clerical, etc.)

Training Sessions

1. Content
   - Review contents of orientation workshops
   - Study the assessment items and review district standards in the chosen assessment area or areas
   - Develop skill and practice in identifying role stereotyping in the chosen assessment area by presenting problem situations; looking at policies, practices, procedures, and school personnel structure; and learning interviewing and observation techniques.
   - Develop skill in reporting findings and writing recommendations.
2. Suggested groupings
   - Advisory committee for the Action Plan
   - Area coordinators and team facilitators
   - Team facilitators and team members

Phase III. Assessment

The Assessment Phase consists of items the school district should consider in its treatment of members of the target groups relative to role stereotyping. The assessment instrument (see page 42) is to be used solely for the purpose of making thoughtful and significant recommendations for change that the school board should consider in the seven assessment areas. Items may be added, if necessary.

The Instrument

There are seven areas of assessment:

1. Curriculum and instructional materials
2. School policies and practices
3. Hiring practices and contractual services
4. Finances and facilities
5. Teacher inservice activities
6. Shared power and decision-making
7. Student activities and services

A Team Report Form (see Appendix C-8, page 120) is provided for summarizing assessment results. The information required for completion of these forms reduces the risk of spontaneous and uninformed responses to items and also raises the awareness level of all participants to the nature and scope of role stereotyping. In general, items are worded so as to suggest appropriate information sources to be consulted prior to scoring the item.

A numerical continuum has been used in the assessment instrument to show areas of high or low activity. The code is 1 - 5, low - high. It probably is easier to think of discrete numbers in this fashion:

1	2	3	4	5
Almost nothing	Little	Some	Much	Very Much

"Undecided" or "Not Applicable" may be used as needed.

As a general standard, items with a score of one or two, or area scores of approximately 40 per cent or less, indicate areas in your school that require attention to combat role stereotyping. The difference between the score determined by the district and the score determined by area teams provides a measure of a gap that should be narrowed.

Process and Time

The items should be completed by teams of four to eight persons working with a specific set of questions within a given area. More than one team should be assigned to answer the given questions (see suggested groupings in Training Phase, page 38). All teams in a given area should convene to bring about consensus on the rating of any controversial score assigned to the district.

Since schools are changing environments, the assessment dates should be established in advance. A reasonable time for completion of this phase is six weeks. The complete plan may be used in one or more areas in any given assessment time period.

School Personnel

Each of the following categories of school or school-related personnel should participate:

- School board members
- Superintendents
- School building principals or administrators
- Other administrators
- Teachers and other classroom workers
- Professional support personnel
- Other support personnel
- Student leaders and student groups
- School-related community groups

These groups may be formed into homogeneous teams, or they may be integrated across school personnel lines.

School Groups

Racial and nonracial minorities are adversely affected by minority role stereotyping. Probably members of one or more groups are found in every school. The parents and pupils from these groups should participate in the training session and in the assessment along with the other groups.

SELF-ASSESSMENT INSTRUMENT

ASSESSMENT OF YOUR CURRICULUM & INSTRUCTIONAL MATERIALS	CODE: Circle One: 1 - 5 = lo to High Undecided - Not Applicable						
_____ 1. The school is in compliance with state standards which require the use of curriculum materials that reflect the pluralistic nature of American society. (attach school policy)	1	2	3	4	5	U	NA
_____ 2. Selection standards that reflect those adopted by leading organizations or groups in pluralistic education have been established locally (attach standards).	1	2	3	4	5	U	NA
_____ 3. A committee has been set up to determine that texts and other materials clearly identify and treat racial and nonracial minorities in a non-stereotyped manner.	1	2	3	4	5	U	NA
_____ 4. Old and new materials are regularly reviewed before being recommended for purchase by a committee which includes, if possible, knowledgeable representatives of minority groups (attach list of committee members and titles).	1	2	3	4	5	U	NA
_____ 5. Selection standards require that works by authors/writers who are members of diverse groups be sought.	1	2	3	4	5	U	NA
_____ 6. Materials on minorities are interwoven in proper place and perspective rather than attached as a separate chapter or topic.	1	2	3	4	5	U	NA
_____ 7. Library materials and non-printed media are evaluated for accuracy and nonstereotypic content as carefully as are textbooks.	1	2	3	4	5	U	NA
_____ 8. Teacher guides and other materials supplied to teachers are designed to extend the teachers' own knowledge and sensitivity to role stereotyping.	1	2	3	4	5	U	NA
_____ 9. In curriculum materials minorities are portrayed as multi-dimensional; i.e., varied in education, income, politics, life styles, etc.	1	2	3	4	5	U	NA
_____10. Curriculum offerings in schools with a sizable racial minority population include some special in-depth courses that will inform minority students (and others interested) of their own culture, traditions, and American experience.	1	2	3	4	5	U	NA

CURRICULUM AND INSTRUCTIONAL MATERIALS (Cont'd)

____11.	Materials and programs for special education are critiqued with the same attention to pluralism as are those in the regular program.	1	2	3	4	5	U	NA
_____12.	In schools with a sizable bilingual community, materials and instruction are available, as needed or requested, in languages other than English.	1	2	3	4	5	U	NA
_____13.	The Social Studies curriculum has been revised or affirmed to include the history, culture, and contribution of many racial minorities in America.	1	2	3	4	5	U	NA
_____14.	Reading and math materials have been revised to include racial and nonracial minorities both in the illustrations and in the content.	1	2	3	4	5	U	NA
_____15.	The Humanities curriculum (English, Literature, Music, Art) includes work of many nonracial groups.	1	2	3	4	5	U	NA
_____16.	The English curriculum includes material on the diversity of languages and dialects present in American society.	1	2	3	4	5	U	NA
_____17.	Supervisors verify that each course's content includes a recognition of the diversity of American society.	1	2	3	4	5	U	NA
_____18.	Student polls indicate that the school's formal and informal curriculum are preparing each student to live in a pluralistic society.	1	2	3	4	5	U	NA
_____19.	Minority magazines and newspapers are prominently displayed in the library or media center.	1	2	3	4	5	U	NA
_____20.	Where published materials related to some cultural groups are not available they are sought from such nontraditional sources as oral history, church records, cemeteries, etc.	1	2	3	4	5	U	NA
_____21.	High interest, low vocabulary materials are available on a wide variety of topics.	1	2	3	4	5	U	NA
_____22.	The curriculum includes content based on local historiography.	1	2	3	4	5	U	NA
_____23.	Procedures have been developed to facilitate the inclusion of all groups in a meaningful way in the school's academic and nonacademic program.	1	2	3	4	5	U	NA

CURRICULUM AND INSTRUCTIONAL MATERIALS (Cont'd)

_____24.	A pupil's first school experience is with a teacher who speaks the first language of the child.	1	2	3	4	5	U	NA
_____25.	Senior citizens are utilized in obtaining valuable contributions to local history.	1	2	3	4	5	U	NA
_____26.	Students are encouraged to take part in special programs for the elderly.	1	2	3	4	5	U	NA
_____27.	The school has adequate resources (including trained teachers and counselors, instructional materials, information bulletins, etc.) to inform the school-aged student about human sexuality.	1	2	3	4	5	U	NA
_____28.	The school provides resources on child care which instruct the school-aged parent or prospective parent about child development (prenatal through early postnatal years) and how to be a parent.	1	2	3	4	5	U	NA
_____29.	Illustrations and textual materials include handicapped persons as a natural part of many groups, activities, and occupations.	1	2	3	4	5	U	NA
_____30.	Aged people are shown in nonstereotypic ways in a variety of roles.	1	2	3	4	5	U	NA
_____31.	The curriculum provides students with activities for working for social justice in the school and community.	1	2	3	4	5	U	NA
_____32.	Conflicting values of different groups are treated equally in the curriculum.	1	2	3	4	5	U	NA
_____33.	Curriculum materials treat the whole life cycle including what it is like to grow old.	1	2	3	4	5	U	NA

SUMMARY STATEMENT ABOUT CURRICULUM AND INSTRUCTIONAL MATERIALS:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR SCHOOL POLICIES AND PRACTICES

CODE: Circle One: 1-5 - Low to High Undecided - Not Applicable

_____ 1.	Procedures have been established and are followed to determine whether or not disciplinary policies and practices are felt to be equitable by minority students and parents (attach procedures).	1	2	3	4	5	U	NA
_____ 2.	Student and parent polls indicate that symbols used in the school are non-offensive to all groups (attach data).	1	2	3	4	5	U	NA
_____ 3.	Culturally divergent modes of communication are understood and accepted by the school.	1	2	3	4	5	U	NA
_____ 4.	Lunchroom menus, leisure activities, and music reflect the variety of tastes and cultures of the school population.	1	2	3	4	5	U	NA
_____ 5.	School schedules reflect that consideration has been given to jobs, home responsibilities, transportation problems, and preferences of various groups.	1	2	3	4	5	U	NA
_____ 6.	Pupil/parent opinion polls indicate that special attention has been given to provide the optimum social and educational opportunities for those children who change schools frequently (attach data).	1	2	3	4	5	U	NA
_____ 7.	Discrimination is considered a problem of the entire school rather than a problem of the minority pupils alone.	1	2	3	4	5	U	NA
_____ 8.	Special programs, bulletin boards, and displays reflect the cultural diversity of America.	1	2	3	4	5	U	NA
_____ 9.	When a large percentage of pupils of one group are absent/wish to be absent for a community-endorsed reason; e.g., harvesting or group holidays, the school does not penalize such students and allows them to make up any work missed.	1	2	3	4	5	U	NA
_____10.	Minority parents and students have endorsed an orderly plan for effecting changes in policies, practices, and school assignments particularly relevant to them.	1	2	3	4	5	U	NA
_____11.	Working parents can meet with school personnel at convenient times for both.	1	2	3	4	5	U	NA
_____12.	The school has a well-defined program to prevent or correct minority pupil dropouts or excessive absences.	1	2	3	4	5	U	NA

ASSESSMENT OF YOUR SCHOOL POLICIES AND PRACTICES (cont'd)

_____13.	Participation in extracurricular activities is not routinely tied to a certain grade point, other academic criteria, or nonrelevant physical criteria.	1	2	3	4	5	U	NA
_____14.	Special education programs are not segregated from other school activities.	1	2	3	4	5	U	NA
_____15.	The school identifies and permits dress and other aspects of appearance and mannerisms which normally identify the student with his culture.	1	2	3	4	5	U	NA
_____16.	Assignments to special education classes (mentally handicapped, learning disabilities) are not disproportionate for any culture group.	1	2	3	4	5	U	NA
_____17.	Any assignments to non-college tracks are made by a professional team, agreed to in writing by the parents, and periodically reviewed for change.	1	2	3	4	5	U	NA
_____18.	Intelligence and placement tests, if used, are in the language in which the pupil is most proficient and reflect the cultural environment of the student.	1	2	3	4	5	U	NA
_____19.	Special events in which pupils participate; e.g., school plays, are held at times when working parents can attend them.	1	2	3	4	5	U	NA
_____20.	Pupils and parents are encouraged to report to faculty or administrators any incident, action, or attitude that they feel to be discriminatory.	1	2	3	4	5	U	NA
_____21.	A full program of recreational/leisure activities is available to special education pupils.	1	2	3	4	5	U	NA
_____22.	Advisors to student activities (programs, entertainment, newspapers, yearbooks, etc.) have demonstrated awareness of ways to ensure that racial and nonracial minorities are included.	1	2	3	4	5	U	NA
_____23.	Teachers, parents, and students are given an explanation of the cultural and class bias built into standardized tests.	1	2	3	4	5	U	NA
_____24.	Students' performance and interests are weighed equally with test scores in decisions to place students into specific learning groups.	1	2	3	4	5	U	NA
_____25.	Students are not frozen into the same track for most of their school lives without periodic reviews.	1	2	3	4	5	U	NA

SCHOOL POLICIES AND PRACTICES (Cont'd)

SUMMARY STATEMENT ABOUT YOUR SCHOOL POLICIES AND PRACTICES: _____

_____

$$\text{TOTAL OF THIS SECTION } \frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 = \_\_\_\_\%$$

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR HIRING PRACTICES & CONTRACTUAL SERVICES

CODE: Circle One: 1-5 = Low to High Applicable Undecided - Not

_____ 1.	The professional staff is racially and ethnically integrated at all levels.	1	2	3	4	5	U	NA
_____ 2.	The support staff (building engineers, cooks, office help) is not disproportionate for any group.	1	2	3	4	5	U	NA
_____ 3.	All persons providing contractual services are informed that the school is part of the state's affirmative action program.	1	2	3	4	5	U	NA
_____ 4.	The contractual agreement with persons in the school for contractual services states that rudeness or offensiveness to minority pupils or teachers is not tolerated.	1	2	3	4	5	U	NA
_____ 5.	All professional and support staff, when hired, are given an orientation to the school's program of pluralism.	1	2	3	4	5	U	NA
_____ 6.	Changes in federal or state laws relating to minority education are promptly interpreted and displayed or distributed to all personnel.	1	2	3	4	5	U	NA
_____ 7.	Minority firms, services, and publishers are sought for inclusion in the school's purchasing and contracting process.	1	2	3	4	5	U	NA
_____ 8.	Where feasible, persons with physical or mental handicaps are given equal consideration for employment.	1	2	3	4	5	U	NA
_____ 9.	One important qualification when hiring new administrators and teachers is their ability to relate to the community.	1	2	3	4	5	U	NA
_____10.	Teachers and administrators are encouraged to participate in the community where they teach.	1	2	3	4	5	U	NA
_____11.	Minority administrators hold positions of general authority rather than positions relating specifically to federal programs, minority concerns, or minority relations.	1	2	3	4	5	U	NA
_____12.	If the student body is mainly white, the racial composition of the teaching staff reflects the racial diversity of the nation.	1	2	3	4	5	U	NA
_____13.	Efforts are made to recruit teachers from all racial minorities.	1	2	3	4	5	U	NA

HIRING PRACTICES AND CONTRACTUAL SERVICES (cont'd)

SUMMARY STATEMENT ABOUT HIRING PRACTICES AND CONTRACTUAL SERVICES:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ___%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR FINANCES & FACILITIES

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

_____ 1.	The policy on the use of school buildings by community groups guarantees equal availability.	1	2	3	4	5	U	NA
_____ 2.	Financial assistance for all school-related expenses is made available to those needing them in a completely private manner.	1	2	3	4	5	U	NA
_____ 3.	The school seeks its share of those federal programs available for minority students. (Ch. 87, Title VII, Title IX, etc.)	1	2	3	4	5	U	NA
_____ 4.	Funds for the education of students who suffer from role stereotyping are a part of the regular budget rather than derived solely from outside (e.g. federal) funds.	1	2	3	4	5	U	NA
_____ 5.	A policy exists to guarantee that any community group that utilizes the school to solicit members or school facilities does not exclude any group from its program or activities.	1	2	3	4	5	U	NA
_____ 6.	An assessment has been made to ensure that handicapped pupils and the aged have easy access to all parts of the school.	1	2	3	4	5	U	NA

SUMMARY STATEMENT ABOUT YOUR FINANCES AND FACILITIES: _____

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF SHARED POWER & DECISION MAKING

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

_____ 1.	The school board composition reflects the schools constituency (attach data).	1	2	3	4	5	U	NA
_____ 2.	Those who normally suffer from role stereotyping are eager to run or nominate a person for the school board.	1	2	3	4	5	U	NA
_____ 3.	The school has a written philosophy which delinestes its position on pluralistic education (attach data).	1	2	3	4	5	U	NA
_____ 4.	A systematic procedure exists for various groups in the community to share in determining objectives, curriculum, activities, and programs of the school.	1	2	3	4	5	U	NA
_____ 5.	A systematic process is established for administrators to meet with community groups to explain the school's programs and goals.	1	2	3	4	5	U	NA
_____ 6.	The school regularly offers special multicultural programs to orient minority parents and answer their questions (attach data).	1	2	3	4	5	U	NA
_____ 7.	A procedure has been established for minority students and parents to request curriculum offerings and changes that they feel are relevant.	1	2	3	4	5	U	NA
_____ 8.	Minority students and parents participate on a regular basis in discussions about the schools program, policies, and practices.	1	2	3	4	5	U	NA
_____ 9.	A strong commitment to pluralism is clearly evident at each level of the entire system.	1	2	3	4	5	U	NA
_____10.	The school utilizes its position in the community to broaden the understanding and practice of pluralism.	1	2	3	4	5	U	NA
_____11.	The school considers the community a partner in identifying ways that its nondiscrimination philosophy can be implemented.	1	2	3	4	5	U	NA
_____12.	A variety of techniques (telephone, polls, questionnaires, parent conferences, referenda) are used by the school in equitably sharing decision-making.	1	2	3	4	5	U	NA

SHARED POWER & DECISION-MAKING (cont'd)

SUMMARY STATEMENT ABOUT SHARED POWER & DECISION-MAKING:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR TEACHER INSERVICE ACTIVITIES

CODE: Circle One: 1-5 = Low to High U = Undecided - N = Not Applicable

_____ 1.	Inservice education is regularly provided for all teachers to heighten their sensitivity to the groups included in this questionnaire.	1	2	3	4	5	U	NA
_____ 2.	Professional journals and books that deal with human relations are easily accessible to all teachers.	1	2	3	4	5	U	NA
_____ 3.	A system of rewards for excellence in accomplishments in human relations that is comparable to those for other areas of teaching is available.	1	2	3	4	5	U	NA
_____ 4.	The school has developed formal or informal methods for detecting and redirecting the efforts of racially insensitive personnel.	1	2	3	4	5	U	NA
_____ 5.	The grading system contains a measure for the non-attending student that is distinct from that given to the failing student.	1	2	3	4	5	U	NA
_____ 6.	There is a systematic process for utilizing student feedback to determine how minority pupils feel about each class.	1	2	3	4	5	U	NA
_____ 7.	Teachers in the school have had one or more courses in anthropology, sociology, human relations, and special education (attach itemized list).	1	2	3	4	5	U	NA
_____ 8.	Teachers regularly meet to discuss their needs in the area of pluralism.	1	2	3	4	5	U	NA
_____ 9.	Teachers have had courses or workshops or experience in foreign languages, linguistics or dialectology that help them understand pupils' patterns of speech (attach itemized list).	1	2	3	4	5	U	NA
_____10.	Student polls indicate that teachers do not try to force students to assimilate or to devalue their own culture. (Attach data).	1	2	3	4	5	U	NA
_____11.	Grades used to reflect academic achievement are separated from grades used to reflect social behavior.	1	2	3	4	5	U	NA
_____12.	The district has an inservice program for all staff related to children with exceptional educational needs.	1	2	3	4	5	U	NA
_____13.	The school provides a forum in which all school personnel are exposed and sensitized to the consequences of teenaged parenthood rather than dwelling on its causes.	1	2	3	4	5	U	NA

ASSESSMENT OF YOUR TEACHER INSERVICE ACTIVITIES (cont'd)

SUMMARY STATEMENT ABOUT TEACHER INSERVICE ACTIVITIES:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR STUDENT ACTIVITIES & SERVICES

CODE: Circle One: 1-5 = Low to High U = Undecided - NA = Not Applicable

_____ 1.	Guidance personnel counsel students from each cultural, economic, and ability group for the broad spectrum of academic and occupational offerings.	1	2	3	4	5	U	NA
_____ 2.	Low income parents and students are given special assistance in determining and financing career choices.	1	2	3	4	5	U	NA
_____ 3.	Guidance services are available, where needed, in oral and written languages other than English.	1	2	3	4	5	U	NA
_____ 4.	Student leaders plan and implement programs designed to give each student a sense of belonging.	1	2	3	4	5	U	NA
_____ 5.	Special programs and entertainment, designed for all students, reflect the variety of tastes present in the student body.	1	2	3	4	5	U	NA
_____ 6.	Follow-up activities, such as reunions, include all the school's clientele.	1	2	3	4	5	U	NA
_____ 7.	Students are actively assisted to utilize the services of other community agencies.	1	2	3	4	5	U	NA
_____ 8.	A policy and procedure has been established to enable guidance counselors and support personnel to resolve intergroup problems among students and teachers.	1	2	3	4	5	U	NA
_____ 9.	Academic and social honors and leadership positions reflect the pluralism of the student body, staff, and community.	1	2	3	4	5	U	NA
_____10.	All extracurricular activities reflect the cultural diversity of the student body.	1	2	3	4	5	U	NA
_____11.	Student publications are careful to include pictures and other materials to reflect the activities of all existing student groups.	1	2	3	4	5	U	NA
_____12.	Photographers who do not distort minority features are selected to take official school pictures.	1	2	3	4	5	U	NA
_____13.	Work release programs are available and allocated to all students on an equal basis.	1	2	3	4	5	U	NA
_____14.	Policies and procedures exist and are utilized by student services personnel to eliminate the traditional friction between law enforcement agencies and minority teens.	1	2	3	4	5	U	NA

STUDENT ACTIVITIES & SERVICES (cont'd)

_____15. The school has a program which provides necessary supportive services for those whose school attendance has been interrupted due to illness, pregnancy, suspension, incarceration, or truancy. 1 2 3 4 5 U NA

SUMMARY STATEMENT ABOUT YOUR STUDENT ACTIVITIES AND SERVICES: _____

_____

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

YOUR ASSESSMENT OF OTHER AREAS

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

(Add items of your own choice, following the same format)

_____ 1.	1	2	3	4	5	U	NA
_____ 2.	1	2	3	4	5	U	NA
_____ 3.	1	2	3	4	5	U	NA

YOUR STATEMENT ABOUT OTHER AREAS:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ___%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

YOUR SUMMARY STATEMENT ABOUT RACIAL MINORITIES:

YOUR SUMMARY STATEMENT ABOUT NONRACIAL MINORITIES:

YOUR SUMMARY STATEMENT ABOUT YOUR ENTIRE PROGRAM:

Composite Total _____
(Average all base figures)

Composite Percentage _____
(Average all percentages)

Phase IV. Recommendations

The purpose of the Recommendations Phase of the Action Plan is to guide area teams in interpreting the score given to the school on a related set of assessment items so that recommendations for change can be formulated for consideration by the school board. The design of the team report forms assists team members with this decision-making model. The Action Model (see page 14) illustrates how to use this set of guidelines. Team reports should be consolidated into area reports. Area reports should provide the contents of the Advisory Committee report to the school board.

Ten steps should be followed to arrive at a set of recommendations for presentation to the school board:

1. Identify the problem or area of weakness
   - Describe the problem situation
   - State the standard
   - Identify the gap between the standard and the problem situation
2. Identify the most likely cause of the problem
   - What is affected by maintaining the gap? When, where, and how can these effects be observed?
   - What is unaffected by maintaining the gap?
   - What distinguishes that which is affected from that which is not?
   - What produced the gap (possible causes)?
   - Which possible cause explains all of the above questions (which is most likely to be the cause)?
3. Set standards for solution
   - Does the problem call for symptomatic or casual treatment?
   - Who has the authority to act?
   - What other accomplishments would be desirable?
   - What resources are available?
   - What are the moral, legal, and practical limitations?
4. Select alternative solutions (at least three).
5. Test alternative solutions against the standards.

6. Select the alternative which best fits the standards.

7. Identify obstacles to implementing the proposed solution.

8. Determine how to overcome these obstacles.

9. Present a report on recommendations to the Advisory Committee.

10. Prepare a composite report of the recommendations for presentation to the school board.

Phase V. Implementation

The Implementation Phase of the Action Plan is directed to school boards. The guidelines relate to actions that should be taken by the school board upon their acceptance of the report from the Advisory Committee. The Action Model (see page 14) illustrates how certain recommendations can be implemented. There are five principal steps in the Implementation Phase:

1. Place in priority order the recommendations for fulfilling school or district needs as identified in the assessment phase. Obtain some consensus on the priorities from those who were involved in the assessment process.

2. Categorize recommendations under long-range and short-range objectives.

3. Refer recommendations to those having the responsibility for implementation and request that they submit a written implementation plan. Include in the plan:

   - Target dates for the achievement of particular objectives (complete Implementation-Evaluation Activities and Timetable Form, Figure 2, on page 62).

   - A method for modifying the process if necessary

   - Guarantees to ensure continuation of the recommended action; e.g., training and financing

   - An evaluation plan which includes:

     .. meaningful and measurable objectives

     .. supportive activities and resources for implementing the objectives

     .. feasible alternative activities and resources

     .. a schedule for formative (process) and summative evaluations

4. Review implementation plan and adopt a final acceptable plan.

5. Return accepted plan to those responsible for implementation and direct them to proceed with it.

Figure 2

Implementation-Evaluation Activities and Timetable Form

Recommendation	Objective	Activity	Target Population	Target Dates	Indicators of Success	Data Collection		
						Data Record	When	By Whom

Phase VI. Evaluation and Recycling

The Evaluation and Recycling Phase consists of an evaluation of the progress made toward combating role stereotyping in the school district, as well as a periodic recycling of the assessment process for the purpose of maintaining and improving solutions. Several steps constitute this final phase:

1. Select an evaluation director

2. Select an internal and an external evaluation team.

3. Reassess in the evaluation areas.

4. Prepare an evaluation report which includes:

   a. Evaluation objectives

   b. Program description

      - Goals
      - Student performance objectives
      - Description of students
      - Description of program staff
      - Description of methods used

   c. Description of evaluation methodology

      - Scope of evaluation
      - Timeframe of evaluation
      - Description of activities utilized
      - Bias factors

   d. Evaluation of outcomes or results

      - Results by activity -- was it implemented as planned; was the time adequate; were resources adequate; were intended outcomes realized; were some unintended outcomes realized?

      - Results by issue

   e. Evaluation conclusions

5. Present results to the staff and the community.

6. Utilize evaluative conclusions in modifying the program and integrating it into day-to-day activities.

   a. If the measure to be achieved is being approximated at the rate desired, retain the implementation plan.

b. If the measure to be achieved is not being approximated at the rate desired, consider other suggested alternatives or design new activities.

c. Reassess in the area at fixed time intervals.

An evaluation instrument can be found in Appendix D-9, page 161, which may be useful in implementing Phase VI.

APPENDIX B, KIT 2. THE PREPARATION AND TRAINING PHASES

B-1. Suggested Strategies for Use During the Awareness Level of the Preparation Phase

B-2. Attitude Toward Disabled Persons Scale

B-3. Aging Semantic Differential

B-4. Operation Head Start Worker's Attitude Scale

B-5. Racial Conflict in Schools

B-6. Pupil Survey Questionnaire

B-7. Student Survey Questionnaire

B-8. School Staff Survey Questionnaire

B-9. Parent Survey Questionnaire

B-10. Principal and Division/Department Head Survey Questionnaire

B-11. Suggested Orientation Workshop Session

B-12. Participant's Reaction Sheet

B-13. Member Evaluation and Process Analysis

APPENDIX B, KIT 2, PREPARATION PHASE

B-1. Suggested Strategies for Use During the Awareness Level of the Preparation Phase *

I. Administer questionnaires and scales in Kit 2 in order to determine the stage of awareness of a given school in the district as a whole relative to role stereotyping.

II. Identify stage of awareness of a given school district or school in a district in relation to role stereotyping by using the teacher and/or student opinionnaire according to the following classification levels:

a. Experiences no role stereotyping

b. Experiences the problem of role stereotyping, but denies its existence (role stereotyping exists in latent or covert, rather than in patent or overt form)

c. Admits problem exists, but is unconvinced that problem is serious enough to require remedial action

d. Admits problem exists, is convinced remedial action is needed and is searching for a remedial plan, but feels no sense of urgency in finding one

e. Admits problem exists, is convinced remedial action is needed, and is making a determined effort to find a remedial action plan.

III. Assist those school districts at level e, and after assistance is given, publicize and communicate positive results and efforts to eliminate role stereotyping to school districts at other levels with the expectation that this awareness will bring those at level d to level e, those at level c to level d, and those at level b to level c. (School districts at level a are non-existent.)

IV. Repeat step III until majority of school districts emerge at level e.

*See "The Awareness Level" in Appendix A, p. 32.

APPENDIX B, KIT 2, PREPARATION PHASE

B-2. A Scale to Measure Attitudes Towards Disabled Persons *

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write 1, 2, 3, 4, 5, or 6: depending on how you feel in each case.

1: I AGREE VERY MUCH
2: I AGREE PRETTY MUCH
3: I AGREE A LITTLE
4: I DISAGREE A LITTLE
5: I DISAGREE PRETTY MUCH
6: I DISAGREE VERY MUCH

____ 1. Parents of disabled children should be less strict than other parents.

____ 2. Physically disabled persons are just as intelligent as nondisabled ones.

____ 3. Disabled people are usually easier to get along with than other people.

____ 4. Most disabled people feel sorry for themselves.

____ 5. Disabled people are the same as anyone else.

____ 6. There shouldn't be special schools for disabled children.

____ 7. It would be best for disabled persons to live and work in special communities.

____ 8. It is up to the government to take care of disabled persons.

____ 9. Most disabled people worry a great deal.

____ 10. Disabled people should not be expected to meet the same standards as non-disabled people.

____ 11. Disabled people are as happy as nondisabled ones.

____ 12. Severely disabled people are no harder to get along with than those with minor disabilities.

____ 13. It is almost impossible for a disabled person to lead a normal life.

____ 14. You should not expect too much from disabled people.

____ 15. Disabled people tend to keep to themselves much of the time.

____ 16. Disabled people are more easily upset than nondisabled people.

____ 17. Disabled persons cannot have a normal social life.

____ 18. Most disabled people feel that they are not as good as other people.

____ 19. You have to be careful of what you say when you are with disabled people.

____ 20. Disabled people are often grouchy.

*H.E. Yuker, J.R. Block, and W.J. Campbell, "A Scale to Measure Attitudes Toward Disabled Persons" (Albertson, N.Y.: Human Resources Center, Division of Abilities Inc., 1960). Reprinted by permission of the publisher.

APPENDIX B, KIT 2, PREPARATION PHASE

B-3. A Factor Analysis of Attitudes Toward the Aged

In this study we want to see what the term "old person" means to you. You will judge the term "old person" against a series of descriptive words. In this test you will find sets of words accompanied by a scale.

Here is how you are to use these scales.

If you feel that most older persons are very well described by the word on the left side, you should place a check-mark as follows:

fair __x__ : ____ : ____ : ____ : ____ : ____ : ____ : unfair

Or, if you feel that most older persons are well described by the word on the right side, you should place your check-mark as follows:

fair ____ : ____ : ____ : ____ : ____ : ____ : __x__ : unfair

If you feel that most older persons are quite well (but not extremely well) described by the word on the left or the right side, you should place your check-mark as follows:

dirty ____ : __x__ : ____ : ____ : ____ : ____ : ____ : clean

Or dirty ____ : ____ : ____ : ____ : ____ : __x__ : ____ : clean

If the word on the left or right seems to describe older persons only slightly well (but is not really neutral), then you should place your check-mark as follows:

smart ____ : ____ : __x__ : ____ : ____ : ____ : ____ : stupid

Or smart ____ : ____ : ____ : ____ : __x__ : ____ : ____ : stupid

If you consider the words to be neutral; that is, both sides equally describe the term "older persons", or if you feel that the words are completely irrelevant and unrelated to the term "older persons", then you should place your check-mark in the middle space:

dangerous ____ : ____ : ____ : __x__ : ____ : ____ : ____ : safe

Where you place your check-mark, of course, depends upon which of the two ends you think best describes the term "older persons". For instance, you might have wished to place the check-marks on this example in a different position from that in which they actually appear.

*Howard Rosencranz, Ph.D., Director, Program in Gerontolgy, University of Connecticut, Storrs, Connecticut. Reprinted by permission of author.

IMPORTANT:

(1) Place your check-marks in the middle of spaces, not on the boundaries:

		THIS		NOT THIS		
_____:	_____:	__x__:	_____:	x_____:	_____:	_____:

(2) Be sure to check every scale--do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you have had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impression, the immediate "feeling" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

AGING SEMANTIC DIFFERENTIAL 3rd rev.

BELOW ARE LISTED A SERIES OF POLAR ADJECTIVES ACCOMPANIED BY A SCALE. YOU ARE ASKED TO PLACE A CHECK MARK ALONG THE SCALE AT A POINT WHICH IN YOUR JUDGMENT BEST DESCRIBES THE SOCIAL OBJECT INDICATED. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGMENT. DO NOT WORRY OR PUZZLE OVER INDIVIDUAL ITEMS. DO NOT TRY TO REMEMBER HOW YOU HAVE MARKED EARLIER ITEMS EVEN THOUGH THEY MAY SEEM TO HAVE BEEN SIMILAR. IT IS YOUR FIRST IMPRESSION OR IMMEDIATE FEELING ABOUT EACH ITEM THAT IS WANTED.

SOCIAL OBJECT: _____

Progressive	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Old-fashioned
Consistent	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Inconsistent
Independent	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dependent
Rich	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Poor
Generous	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Selfish
Productive	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unproductive
Busy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Idle
Secure	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Insecure
Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
Healthy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unhealthy
Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
Handsome	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Ugly
Cooperative	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Uncooperative
Optimistic	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Pessimistic
Satisfied	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dissatisfied
Expectant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Resigned
Flexible	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Inflexible
Hopeful	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dejected
Organized	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Disorganized
Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
Friendly	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unfriendly
Neat	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Untidy

Trustful	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Suspicious
Self-reliant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dependent
Liberal	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Conservative
tain	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Uncertain
Tolerant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Intolerant
Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
Beautiful	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Grotesque
Aggressive	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Defensive
Exciting	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
Decisive	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Indecisive

APPENDIX B, KIT 2, PREPARATION PHASE

B-4. Operation Head Start Worker's Attitude Scale *

The following statements have no right or wrong answers. All that is required is that you give your honest reaction to each question. After reading each statement, simply check (√) the alternative that indicates your own opinion. After reading each statement, make one of the following five choices:

Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I would enjoy working with poor people to help them better their lives.	____	____	____	____	____
2. Poor people tend to behave in childish ways.	____	____	____	____	____
3. Poverty is largely a function of bad luck, injustice, or discrimination.	____	____	____	____	____
4. I would be embarrassed to introduce a poor person to my friends.	____	____	____	____	____
5. Poor people are less trustworthy than people with more money.	____	____	____	____	____
6. In general, poor people lack intelligence.	____	____	____	____	____
7. The city, state, and federal government should do all it can in trying to help poor people better their lives.	____	____	____	____	____
8. Poor people tend to be as interested in their children as are people with more money.	____	____	____	____	____
9. Violent behavior characterizes the poor.	____	____	____	____	____
10. Most poor people do not know what they want out of life.	____	____	____	____	____

* Elizabeth Harris and Marjorie Stith. "Opinions and Attitudes of Head Start Trainees Toward Poverty and Prejudice" (Manhattan: Kansas State University, 1971). ERIC ED 055-652. Reprinted by permission of the publisher.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
11. Poor people deserve as much consideration and respect as anyone else.	____	____	____	____	____
12. Most poor people are poor because they are lazy.	____	____	____	____	____
13. It's hard for an able-bodied man to respect himself if he doesn't work.	____	____	____	____	____
14. Immoral practices are much more common among the poor.	____	____	____	____	____
15. We should try to help only those who appreciate our help.	____	____	____	____	____
16. Just about every type of personality can be found among the poor.	____	____	____	____	____
17. Poverty is a sign of failure in life.	____	____	____	____	____
18. Poverty is quite often due to lack of self-control, willpower, or the desire to get ahead.	____	____	____	____	____
19. Poor people would improve themselves if they were given additional opportunities.	____	____	____	____	____
20. How much money a person makes is usually a good indicator of his character.	____	____	____	____	____
21. There is little that can be done to help the poor to better themselves short of taking care of them or giving them money.	____	____	____	____	____
22. Most poor people are willing to work hard if given the opportunity.	____	____	____	____	____
23. In general, the behavior of poor people tends to be erratic and unpredictable.	____	____	____	____	____
24. Poor people don't care how they look.	____	____	____	____	____

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
25. It is the responsibility of people who are well-off to help poor people better themselves.	____	____	____	____	____
26. Poor people tend to be loud, vulgar and impolite.	____	____	____	____	____
27. Poor people will take advantage of you if you give them the opportunity.	____	____	____	____	____
28. It would be all right with me to have a poor person as a close friend.	____	____	____	____	____
29. Poor people are inherently different from people who have more money.	____	____	____	____	____
30. Poor people should have something to say about how the government spends money to help them.	____	____	____	____	____

B-5: RACIAL CONFLICT IN SCHOOLS*

In an address by Director Ben Holman of the Community Relations Service of the U.S. Justice Department to the American Association of School Administrators in Dallas in early 1975, he enumerated several factors present in schools that have had racial conflict.

Where several factors are present a risk is being run of a possible "blow up." Mr. Holman listed some of the tension-breeding factors.

As you read the list below, shade in from the bottom upward a portion of the barometer at the left to indicate at what level the school in your district has examples of these tension-breeding factors. The presence of several of these does not necessarily mean that a school will blow up; it does mean that it is running a risk.

TENSION BAROMETER

- Impediments to minority participation in extracurricular activities.
- Inappropriate placement of minority students in special education classes.
- Counselling practices that under-value the potential of minority students.
- Lack of minority representation in student government or in traditional leadership or high status positions.
- Overly restrictive student dress and grooming codes.
- Unequal application of disciplinary measures.
- Lack of grievance mechanism that students - particularly minority students- feel free to use.
- Classes that are largely segregated - whether resulting from homogeneous groupings, student course selection, or other reasons.
- Self-segregation or exclusionary practices of students.
- Differing teacher attitudes - and even body language - toward majority and minority students whether induced by fear, prejudice, strangeness or over-compensation.

EDITOR'S POSTSCRIPT: Not all communities experience conflict relating to students of diverse racial backgrounds. Where a variety of interaction takes place among students of different cultural, economic, religious and racial backgrounds the blow ups usually emerge as a result of several intolerable situations over a long period of time. When these have not been handled adequately by the school administration and/or the community, society as a whole is the looser.

*Ben Holman, Director of the Community Relations Service, U.S. Department of Justice, from his address to The American Assn. of School Administrators in Dallas, Texas, 1975. Reprinted by permission of the author.

APPENDIX B, KIT 2, TRAINING PHASE

B-5. Pupil Survey Questionnaire *

School _____

To The Pupil:

A committee appointed by the Board of School Directors is studying the schools to see how people get along together.

We are asking you to help us by telling us about your school and the pupils in it. Please do not use your name.

If you are not sure about your answer to any item, leave it blank.

A. Please check to show what is true for you:

1. ___ Boy ___ Girl

2. ___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other_____

B. Please check in the columns to the right of each statement below to show how often the statements are true in your school.

	Very Often	Sometimes	Seldom or Never
3. Do the pupils in your school feel relaxed about mixing with pupils of different racial or ethnic backgrounds?	____	____	____
4. Do you have friends of different racial or ethnic backgrounds?	____	____	____
5. Do you accept racial or ethnic backgrounds that are different from your own?	____	____	____
6. Are your actions towards a teacher or other school adult of a different racial or ethnic background the same as to a person of your own background?	____	____	____
7. Are the pupils from all racial or ethnic groups expected to do the same amount and quality of work?	____	____	____
8. Do you think the discipline is the same for all pupils?	____	____	____

*Department of Educational Research and Program Assessment, Division of Planning and Long Range Development, Milwaukee Public Schools, 5225 W. Vliet St., Milwaukee, WI. Reprinted by permission of the Milwaukee Public Schools.

	Very Often	Sometimes	Seldom or Never
9. Are the pupils of one racial or ethnic group afraid of the pupils of another group?	____	____	____
10. Are you afraid of being physically hurt by other pupils in your school?	____	____	____
11. Are the pupils selected fairly for special jobs from all racial or ethnic groups?	____	____	____
12. Do the pupils in your class feel free to express their ideas and feelings?	____	____	____

C. Please tell us:

13. If you brag about your school, what do you brag about?

_____

_____

14. If you complain about your school, what do you complain about?

_____

_____

15. What is the most important thing that you think can be done to improve human relations within your school?

_____

_____

APPENDIX B, KIT 2, TRAINING PHASE

B-7. Student Survey Questionnaire *

School _____

To The Student:

The purpose of this study is to gather information and ideas from students, teachers, and others on what interpersonal relations are like in and around the schools, and to see what can be done to improve them. Recommendations will be made by the committee and given to the Board of School Directors for use in planning better schools.

We are asking you to help us by sharing your ideas and judgments with us. Please do not use your name. Your cooperation is appreciated.

If you are uncertain as to your answer for any item, leave it blank.

A. Please check to show what is true for you:

1. ___ Male ___ Female

2. ___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other _____

B. Please check in the column to the right of each statement below to show how often the statements are true in your school.

	Very Often	Sometimes	Seldom or Never
3. Do the students in your school associate freely with students of different racial or ethnic backgrounds?	____	____	____
4. Do you have friends of different racial/ ethnic background?	____	____	____
5. Do you accept racial/ethnic backgrounds that are different from your own?	____	____	____
6. Do you react to a faculty member or other staff person of a different racial/ethnic background in the same manner as to a person from your own background?	____	____	____
7. In your classes are the students from all racial/ethnic groups expected to do the same amount and quality of work?	____	____	____

*Ibid.

		Very Often	Sometimes	Seldom or Never
8.	Do you feel that disciplinary measures are administered with equal fairness to all students?	____	____	____
9.	Are the students of one racial/ethnic group at your school afraid of the students of another racial/ethnic group?	____	____	____
10.	Are you afraid of being physically hurt by other students in your school?	____	____	____
11.	Are student participants selected for various school activities without regard to racial or ethnic background?	____	____	____
12.	In your classes do students feel free to express their ideas and feelings?	____	____	____

C. 1. If you brag about your school, what do you brag about?

_____

_____

2. If you complain about your school, what do you complain about?

_____

_____

3. What is the most important thing that you think can be done to improve human relations within your school?

_____

_____

APPENDIX B, KIT 2, TRAINING PHASE

B-8. School Staff Survey Questionnaire*

School _____

To The School Staff:

A study committee on Human Relations has been appointed by the Board of School Directors to study interpersonal relations and cultural awareness activities in the school system. The committee members are teachers, principals, students, parents, and other community members.

The purpose of this study is to gather information and ideas and to ask people to share their judgments with us in order to learn what interpersonal and cultural relations in the schools are like and what can be done to improve them. The committee will make recommendations for planning better schools.

We are asking your help in this work. Please do not use your name. Your cooperation is appreciated. If you are uncertain as to your answer to any question leave it blank.

A. Please check to show what is true for you.

1. Sex: ___ Male ___ Female

2. Ethnic Category:

___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other _____

3. Staff Position:

___ Administrative Staff ___ Teaching Staff ___ Secretarial Staff

___ Aide Staff ___ Food Service Staff ___ Plant Operation Staff

B. Please check in the column to the right of each statement below to show how often the statements are true in your school.

	Frequently	Sometimes	Seldom or Never
4. Are disciplinary measures administered in the same manner to all students?	____	____	____
5. Are student participants selected for various school activities without regard to racial or ethnic background?	____	____	____

*Ibid.

		Frequently	Sometimes	Seldom or Never
6.	Do you accept racial or ethnic backgrounds that are different from your own?	____	____	____
7.	Do you react to a student from a different racial/ethnic background in the same manner as to a student from your own background?	____	____	____
8.	Are you afraid of being assaulted by a student?	____	____	____
9.	Are staff members who associate freely with people from different racial/economic/ethnic backgrounds subject to negative pressures from their own group?	____	____	____
10.	In your school do you make friends of different racial or ethnic backgrounds?	____	____	____
11.	In your school are staff members free to express their ideas and feelings?	____	____	____
12.	Are your ideas and suggestions given serious consideration?	____	____	____
13.	Are parents cooperative in response to the school's request for information and help?	____	____	____
14.	Does your school actively encourage parents to become involved in the education of their children?	____	____	____
15.	Are new staff members made to feel welcome in your school?	____	____	____

C. 16. Would you be interested in participating in an in-service training program in Human Relations?

___ Yes ___ No

If so, what time would be most convenient for you?

___ morning ___ afternoon ___ evening

___ weekday _____ ___ weekend

17. If you brag about your school, what do you brag about? _____

_____

18. If you complain about your school, what do you complain about? _____

_____

19. What is the most important thing that you think could be done to improve human relations within your school? _____

_____

APPENDIX B, KIT 2, TRAINING PHASE

B-9. Parent Survey Questionnaire *

School Your Child Attends:

_____

To The Parent:

A study committee on Human Relations has been appointed by the Board of School Directors to study interpersonal relations and cultural awareness activities in the school system. The committee members are teachers, principals, students, parents, and other community members.

The purpose of this study is to gather information and ideas and to ask people to share their judgments with us in order to learn what interpersonal and cultural relations in the schools are like, what is being done to improve them and what can be suggested for further improvement. The committee will make recommendations to the Board of School Directors for planning better schools.

We are asking your help in this work. Please do not use your name. Your cooperation is appreciated. If you do not know the answer to an item please leave it blank.

A. BACKGROUND INFORMATION - Please check to show what is true for you.

1. What age are your children?

___ Elementary age ___ Jr. High age ___ Sr. High age

2. Ethnic Category:

___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other _____

B. PARENT INVOLVEMENT

3. To what extent do you as a parent feel encouraged to actively participate in discussion of school and school community problems and planning of school affairs?

___ strongly encouraged ___ mildly encouraged ___ not encouraged

4. How well are you informed about school affairs?

___ very well informed ___ quite well informed ___ not informed

*Ibid.

5. How well would you like to be informed?

___ completely informed ___ only generally informed about important matters ___ do not generally care to be informed

6. Would you likely become a consistently active participant in school affairs if you were strongly urged?

___ definitely would ___ probably would ___ might ___ probably not

7. Do you feel you are well informed by the teacher about your child's progress and success in school?

___ yes ___ no

C. RELATIONSHIPS

8. How often do you accept racial or ethnic backgrounds that are different from your own?

___ frequently ___ sometimes ___ seldom or never

9. Do you have friends of different racial or ethnic backgrounds?

___ frequently ___ sometimes ___ seldom or never

10. Would you be interested in participating in an in-service training program in human relations?

___ yes ___ no ___ don't know

If so, what time would be most convenient for you?

___ morning ___ afternoon ___ evening

___ weekday _____ ___ weekend

11. What is the most important thing that you think can be done to improve human relations in the school your child attends?

_____

_____

_____

_____

APPENDIX B, KIT 2, TRAINING PHASE

B-10. Principal and Division/Department Head Survey Questionnaire *

To The Principal, Division/Department Head:

A study committee on Human Relations has been appointed by the Board of School Directors to study interpersonal and cultural relations in the school system. The committee members are teachers, principals, students, parents, and other community members.

The purpose of this study by the Ad Hoc Committee on Human Relations is to gather information and ideas and to ask people to share their judgments with us in order to learn what interpersonal and cultural awareness activities in the schools are like, what is being done to improve them, and what can be suggested for further improvement. The recommendations of the study committee will be presented to the Administration and to the Board.

We are asking you to help us in this study by reporting briefly some of the more important things that are being done in your school or department to improve interpersonal relations and cultural sensitivity. Please respond in terms of your school or department. Your cooperation is appreciated.

In this brief questionnaire we are seeking to identify on-going or emerging activities in your school or department in the area of cultural awareness and human relations. It is recognized that there is a very wide range of activities undertaken in the school system designed to promote cultural sensitivity and understanding. The following are offered as points which you may wish to consider. However, no particular format or sequence is needed. You may very well have an explanation or description that is already written. A copy of that would suffice very well.

- -

_____
School/Department

Identification of activity or project:

1. Are there any cultural awareness or human relations programs in your school or department?

   ___ yes ___ no

2. If the answer to the question above is yes, please ask your staff to use the attached form to identify and report the program, activity, project, or course of study. It is intended that there be a report form for each activity or project, as you may wish. Additional forms are available by calling 8258.

   If the answer to the question above is no, please turn to item number 14 on the attached report form.

*Ibid.

School/Department

3. Is this activity primarily in the area of:

___ cultural awareness ___ human relations or ___ both

4. Is this activity a:

___ course of study ___ curriculum project ___ extra-curricular activity

___ workshop ___ other _____

5. How many people are served by your program?

students _____ staff _____ parents _____ other _____

6. For what school group is this activity most appropriate?

___ elementary pupils ___ jr. high school students ___ sr. high school students

___ school staff ___ parents

7. Is this program intended to serve a particular ethnic or racial group?

___ yes ___ no

If so, what group? _____

8. Please state the specific purpose and nature of this activity.

9. Is this a program that was:

___ initiated by and carried on within the school

___ initiated by Central Office personnel and carried on in the schools

___ initiated by an agency outside the school system and carried on in the school system. If so, the name of the agency is _____

10. Do you feel that other schools or departments would benefit from this kind of program?

___ yes ___ no

11. In which of the following areas have <u>problems</u> been encountered?

___ program leadership ___ participation ___ availability of resource people

___ scheduling ___ staff ___ materials ___ financial ___ other _____

_____

12. Which of the following areas represent <u>strong points</u> in your program?

___ program leadership ___ participation ___ availability of resource people

___ scheduling ___ staff ___ materials ___ financial ___ other _____

13. Please list barriers of a human relations or interpersonal relations nature that have been observed in your program:

14. If you do not have a human relations or cultural awareness program, what human relations or cultural awareness program do you think is most needed in your area of responsibility?

15. What person could be contacted for further information on the activity described on this report form?

APPENDIX B, KIT 2, TRAINING PHASE

B-11. Suggested Orientation Workshop Session*

Personal Introduction

You are an "Other" to the person(s) sitting next to you. This is the most basic form of society and the most elemental kind of human relation. But is it also the source of most prejudice and discrimination, depending on the way the "Other" is regarded and treated. For this reason it is important for each of the participants in this seminar to get to know one another as well as possible. Therefore, we request that each person respond openly to the following questions:

1. Name

2. Childhood

3. Childhood Economic Situation: How did you feel about people who had more/less than you?

4. Family relations: Were boys and girls, men and women treated with like respect and offered the same opportunities and privileges in your home?

5. Extent of your experience with ethnic and minority groups and degree of prejudice.

6. Educational background: Has your education helped you to overcome your own prejudiced attitudes.

7. How has your present closest relationship (mate, friend, relative) affected your attitudes toward other races, minority group members, members of the opposite sex and people of different statuses?

8. Describe an experience you have had with some ethnic or minority group or individual which forced you to face your own prejudices. How did you resolve the conflict? Do you still feel prejudice against that race or individual? Do you think you would be better prepared in a similar situation? Why? What do you think is the real source of your feelings toward that person or group? Do you think it can ever be overcome?

* Used in Human Relations Seminar: The Roots of Prejudice (Green Bay: University of Wisconsin-Green Bay, 1974). Reprinted by permission of UW-Green Bay. A complete manual has been developed for the Seminar which may be obtained from UW-Green Bay.

The Distorted Image *

Discussion Topics:

I. How would you respond to any of the following statements?

1. All Italians are gangsters.
2. Jewish people are inherently greedy.
3. Blacks are congenital liars and thieves.
4. Mexicans are lazy.
5. The Germans are a warlike race.
6. Polish people are dumb.
7. The Chinese are addicted to opium.
8. All Indians are illiterate.
9. Irishmen are politically ambitious and corrupt.
10. White Southerners are all bigots.
11. All females are emotional and irrational.
12. All males are dominating and insensitive.

Do you think any of these stereotypes adequately reflect the true qualities of the race, nationality or sex? What are such stereotypes based on?

II. How do these stereotypes hold today? Which ones do? What are some new ones we could add? Are there any you may tend to hold until proven otherwise? Which ones would fit for you? Which don't?

Alternative: Read these to the group as open ended statements and have members complete.

Example: All Italians are . . . . . .

What might have been concerns of the cartoonists?

III. Match all the characteristics from B with each group in A which are normally applied. You may use as many choices from B as you feel apply to the particular group listed under A (or match those items you feel comfortable in associating with each group):

*A slide/tape, "The Distorted Image" is available at the University of Wisconsin-Green Bay.

A	B
White	1 inferior
Black	2 cultured
Yellow	3 aggressive
Italian	4 lazy
Jewish	5 ambitious
Mexican	6 democratic
Indian	7 energetic
German	8 sneaky
Irish	9 intelligent
Russian	10 athletic
American	11 greedy
Males	12 clannish
Females	13 musical

Compare and discuss your choices with the other members of the seminar. What would you conclude from this exercise?

IV. The Declaration of Independence states: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness."

What do you think is meant by "equal"? Would you agree that equality is a "natural" right? Or would you say it is a social, religious or political ideal we have been taught to believe in? Does the Declaration of Independence mean only men, not women?

(A) To which of the relationships on the left would you be willing to admit the groups on the right? Place any of the numbers 1 to 9 beside the group:

Relationships	Groups
1 Close kinship by marriage	English
2 Social club as my personal friend	Black
3 My next door neighbor	French
4 Employment in my business or profession	Jewish
5 Citizenship in my country	Irish
6 Visitor only to my country	German
7 Exclude altogether from my country	Spanish
8 Member of my church	Italian
9 No relationship at all	Scottish
10 As a mate/lover	Mexican
11 My adopted child or children	Japanese
	Chinese
	Eygptian
	Arabian
	Russian
	Polish
	Indian

Discuss your selections with the members of the seminar. Are there any races or minority groups with whom you would have no relations whatsoever?

(B) Which of the following relationships at right would you assign to the person of the sex indicated at left? Place any of the numbers 1 to 15 beside the person.

Sex	Relationship
A Woman	1) Your boss
	2) The breadwinner in your home
	3) Your physician
	4) Your banker
	5) Your nurse
	6) The teacher of your elementary school child
A Man	7) Your congressional representative
	8) Your auto mechanic
	9) Your pastor or priest
	10) Your airline pilot
	11) Your lawyer
	12) Your parent (If you could only have one)
	13) The caretaker of your home
	14) The person who takes care of your child/children

APPENDIX B, KIT 2, TRAINING PHASE

B-12. Participant's Reaction Sheet

1. What did you find most helpful?

2. In what ways did the training sensitize you to (a) your own feelings about role stereotyping and (b) an understanding of role stereotyping in the school district?

3. What do you wish might have been different?

4. What further assistance do you feel you need?

5. In what ways did the training clarify your understanding of the Action Plan? Do you feel adequately informed? What more could have been offered?

6. In what ways did the training describe your role in implementing the Action Plan?

7. How satisfied were you with this session? Check One.

_____ Not Satisfied - Why _____

_____ Barely Satisfied - Why _____

_____ Moderately Satisfied

_____ Very Satisfied

APPENDIX B, KIT 2, TRAINING PHASE

B-13. Member Evaluation and Process Analysis

1. Are your opinions being welcomed by other group members?

They are ☐ ☐ They are not ☐ ☐ Uncertain ☐ ☐

2. How satisfied do you feel with the amount and quality of your participation?

Satisfied ☐ ☐ Not satisfied ☐ ☐ Uncertain ☐ ☐

3. How much responsibility are you taking for the group's progress?

Responsible ☐ ☐ Not responsible ☐ ☐ Uncertain ☐ ☐

4. How committed do you feel to the group s product?

Committed ☐ ☐ Not committed ☐ ☐ Uncertain ☐ ☐

5. How much frustration do you feel?

Frustrated ☐ ☐ Not frustrated ☐ ☐ Uncertain ☐ ☐

6. How good is your group's product?

It is good ☐ ☐ Not good ☐ ☐ Uncertain ☐ ☐

APPENDIX C, KIT 3, THE ASSESSMENT AND RECOMMENDATIONS PHASES

C-1. Wisconsin Department of Public Instruction Administrative Code Requirement in Human Relations

C-2. An Example of the Three-Generation Family as Portrayed in the Literature for Children

C-3. Checklist for Reviewing Career Education Materials for Racist Content

C-4. 10 Quick Ways to Analyze Children's Books for Racism and Sexism

C-5. Evaluate Your Textbooks for Racism, Sexism

C-6. Evidence of Ethnic Bias in Instructional Materials

C-7. Criteria For Teaching Materials in Reading and Literature of the NCTE Task Force on Racism and Bias in the Teaching of English

C-8. Team Report Form

C-9. Examples of Recommendations (Preliminary Form A)

C-10. Examples of Recommendations (Preliminary Form B)

APPENDIX C, KIT 3, ASSESSMENT PHASE

C-1. Wisconsin Department of Public Instruction Administrative Code Requirement in Human Relations*

PI 3.03(1) is created to read:

(1) Human Relations

(a) Preparation in human relations, including intergroup relations, shall be included in programs leading to initial certification in education. Institutions of higher education shall provide evidence that preparation in human relations, including intergroup relations, is an integral part of programs leading to initial certification in education and that members of various racial, cultural, and economic groups have participated in the development of such programs.

(b) Such preparation shall include the following experiences:

1. development of attitudes, skills, and techniques so that knowledge of human relations, including intergroup relations, can be translated into learning experiences for students.

2. a study of the values, life styles, and contributions of racial, cultural, and economic groups in American society.

3. an analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the majority and minority groups.

4. structured experiences in which teacher candidates have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination.

5. direct involvement with members of racial, cultural, and economic groups and/or with organizations working to improve human relations, including intergroup relations.

6. experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.

(c) This Code requirement shall apply only to teachers prepared in Wisconsin. Programs of implementation and evaluation shall be submitted by Wisconsin teacher training institutions to the Department of Public Instruction for approval.

*Wisconsin Department of Public Instruction Administrative Code PI 3.03(1), December, 1975.

APPENDIX C, KIT 3, ASSESSMENT PHASE

C-2. An Example of the Three-Generation Family
As Portrayed in the Literature for Children:

From Grimm's "Old Man and his Grandson"

There was once a very old man, whose eyes had become dim, his ears dull of hearing, his knees trembled, and when he sat at the table he could hardly hold the spoon, and spilt the broth upon the tablecloth or let it run out of his mouth. His son and his son's wife were disgusted at this, so the old grandfather at last had to sit in the corner behind the stove, and they gave him his food in his earthenware bowl, and not even enough of it. And he used to look towards the table with his eyes full of tears. Once, too, his trembling hands could not hold the bowl and it fell to the ground and broke. The young wife scolded him, but he said nothing and only sighed. Then they bought him a wooden bowl for a few half-pence, out of which he had to eat.

They were once sitting thus when the little grandson of four years began to gather together some bits of wood upon the ground. "What are you doing there?" asked the father. "I am making a little trough," answered the child, "for father and mother to eat out of when I am big."

The man and his wife looked at each other for a while and presently began to cry. Then they took the old grandfather to the table, and henceforth always let him eat with them, and likewise said nothing if he did spill a little of anything.

how to detect it and how to counteract its effects in the classroom.

APPENDIX C, KIT 3, ASSESSMENT PHASE

C-3. CHECKLIST FOR REVIEWING CAREER EDUCATION MATERIALS FOR RACIST CONTENT*

***One of the many materials available from the Racism and Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023. Send for free catalog. Reprinted by permission of the Council on Interracial Books for Children.**

Name of Reviewer: _____

Date: _____

Title: _____

Film: _____ Book: _____

Filmstrip: _____ Other: _____

Number of pieces included in set: _____

VISUAL ANALYSIS

Overt Factors

What percentage of total number of workers shown are minority people? _____

Of this percentage, what is the percentage of males _____? females _____?

A = Virtually Always U = Usually OF = Often O = Occasionally N = Virtually Never

		A	U	OF	O	N
1.	Are minority people *stereotyped* by skin color, facial features, hair styles, etc.?					
2.	Are minority people isolated from white coworkers?					
3.	Are minority people being supervised or taking directions?					
4.	Are minority people shown supervising or training white workers?					

racism in materials:

		A	U	OF	O	N
5.	Are minority workers shown looking indecisive or confused?					
6.	Are minority people shown as thinkers, planners, or highly skilled workers?					
7.	Are minority workers shown as unskilled workers?					
8.	Are minority people shown serving white people?					
9.	Are white people shown serving minority people?					

Covert Factors

10.	Where people are shown doing socially useful work, are minority people adequately and positively represented?					
11.	Are minority people pictured against backgrounds that are culturally incongruous?					

CONTENT ANALYSIS (WRITTEN & ORAL)

Overt Factors:

1.	Are relative advangages and disadvantages of each occupation discussed?					
2.	Does the material state or imply that accents, physical characteristics, or other personal traits are disadvantages in an occupation?					
3.	Does the material explain the worker's rights as well as responsibilities?					
4.	Does the material explain the employer's responsibilities to the worker?					

how to detect it and how to counteract its effects in the classroom

		A	U	OF	O	N
5.	Is testing used or suggested as the best way to determine one's ability to perform a job?					
6.	Does the material use derogatory terms (e.g., "boy" instead of "man" when referring to an adult)?					
7.	Does the material encourage optimal educational experiences rather than minimal/limited training?					
8.	Do the materials encourage minority children to accept limited rights and limited roles?					

COMMENTS:

SPECIFIC REFERENCES:

Please cite specific examples of racially offensive material by page number, frame number, or approximate location in films.

APPENDIX C, KIT 3, ASSESSMENT PHASE

C-4. 10 Quick Ways To Analyze Children's Books For Racism And Sexism *

Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes--expressed over and over in books and in other media--gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society's attitudes. But if a child can be shown how to detect racism and sexism in a book, the child can proceed to transfer the perception to wider areas. The following ten guidelines are offered as a starting point in evaluating children's books from this perspective.

* * *

1. CHECK THE ILLUSTRATIONS

. Look for stereotypes. A stereotype is an over-simplified generalization about a particular group, race or sex, which usually carries derogatory implications. Some infamous (overt) stereotypes of Blacks are the happy-go-lucky water-melon-eating Sambo and the fat, eye-rolling "mammy"; of Chicanos, the sombrero-wearing peon or fiesta-loving, macho bandito; of Asian Americans, the inscrutable, slant-eyed "Oriental"; of Native Americans, the naked savage or "primitive" craftsman and his squaw; of Puerto Ricans, the switchblade-toting teenage gang member; of women, the completely domesticated mother, the demure, doll-loving little girl or the wicked stepmother. While you may not always find stereotypes in the blatant forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

. Look for tokenism. If there are non-white characters in the illustrations, do they look just like whites except for being tinted or colored in? Do all minority faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?

. Who's doing what? Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers?

2. CHECK THE STORY LINE

The Civil Rights Movement has led publishers to weed out many insulting passages, particularly from stories with Black themes, but the attitudes still find expression in less obvious ways. The following checklist suggests some of the subtle (covert) forms of bias to watch for.

. Standard for success. Does it take "white" behavior standards for a minority person to "get ahead"? Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do non-white persons have to exhibit extraordinary qualities--excel in sports, get A's, etc.? In friendships between white and non-white children, is it the non-white who does most of the understanding and forgiving?

*Ibid.

. Resolution of problems. How are problems presented, conceived and resolved in the story? Are minority people considered to be "the problem"? Are the oppressions faced by minorities and women represented as causally related to an unjust society? Are the reasons for poverty and oppression explained or are they accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem that is faced by a minority person resolved through the benevolent intervention of a white person?

. Role women. Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed?

3. LOOK AT THE LIFESTYLES

Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as "different", are negative value judgments implied? Are minorities depicted exclusively in ghettoes, barrios or migrant camps? If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insights into another lifestyle? Look for inaccuracy and inappropriateness in the depiction of other cultures. Watch for instances of the "quaint-natives-in-costume" syndrome (most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).

4. WEIGH THE RELATIONSHIPS BETWEEN PEOPLE

. Do the whites in the story possess the power, take the leadership, and make the important decisions? Do non-whites and females function in essentially supporting roles?

. How are family relationships depicted? In Black families, is the mother always dominant? In Hispanic families, are there always lots and lots of children? If the family is separated, are societal conditions--unemployment, poverty--cited among the reasons for the separation?

5. NOTE THE HEROES AND HEROINES

For many years, books showed only "safe" minority heroes and heroines--those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes and heroines based on their own concepts and struggles for justice.

When minority heroes and heroines do appear, are they admired for the same qualities that have made white heroes and heroines famous or because what they have done has benefited white people? Ask this question: Whose interest is a particular figure really serving?

6. CONSIDER THE EFFECTS ON A CHILD'S SELF-IMAGE

. Are norms established which limit the child's aspirations and self-concepts? What effect can it have on Black children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.? Does the book counteract or reinforce this positive association with the color white and negative association with black?

. What happens to a girl's self-image when she reads that boys perform all the brave and important deeds? What about a girl's self-esteem if she is not "fair" of skin and slim of body?

. In a particular story, is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

7. CONSIDER THE AUTHOR'S OR ILLUSTRATOR'S BACKGROUND

Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject? If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?

. Similarly, a book that deals with the feelings and insights of women should be more carefully examined if it is written by a man--unless the book's avowed purpose is to present a strictly male perspective.

8. CHECK OUT THE AUTHOR'S PERSPECTIVE

No author can be wholly objective. All authors write out of a cultural as well as a personal context. Children's books in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated American children's literature. With the book in question, look carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work. Are omissions and distortions central to the overall character or "message" of the book?

9. WATCH FOR LOADED WORDS

A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.

. Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: ancestors instead of forefathers; chairperson instead of chairman; community instead of brotherhood; firefighters instead of firemen; manufactured instead of manmade; the human family instead of the family of man.

10. LOOK AT THE COPYRIGHT DATE

Books on minority themes--usually hastily conceived--suddenly began appearing in the mid-1960s. There followed a growing number of "minority experience" books to meet the new market demand, but most of these were still written by white authors, edited by white editors and published by white publishers. They therefore reflected a white point of view. Only very recently, in the late 1960's and early 1970's, has the children's book world begun to even remotely reflect the realities of a multiracial society. And it has just begun to reflect feminists' concerns.

The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity. The copyright date only means the year the book was published. It usually takes a minimum of one year--and often much more than that--from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children's book publishing is attempting to be "relevant", it is becoming increasingly significant.

The text of this brochure is adapted from an article which originally appeared in the Bulletin of the Council on Interracial Books for Children (Vol. 5, #3, 1974). The Bulletin analyzes children's trade and text materials with special emphasis on racist and sexist content. Yearly subscriptions (8 issues) are $8 for individuals, $15 for institutions, libraries and contributing individuals. For subscriptions and information on the Council's other materials and activities, please write the Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023.

APPENDIX C, KIT 3, ASSESSMENT PHASE

C-5. Evaluate Your Textbooks for Racism, Sexism*

All textbooks and other curriculum materials should be examined, analyzed, and evaluated with care and thought, to ensure that they meet the highest standards both in subject area content and in their treatment of women and minority groups. Books and other materials which do not meet these highest standards should certainly be rejected.

Following is a list of 20 criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

Does this textbook or learning material in both its textual content and illustrations:

	Yes	No
1. Evidence on the part of writers, artists, and editors of sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?	___	___
2. Suggest by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?	___	___
3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?	___	___
4. Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?	___	___
5. Depict both male and female adult members of minority groups in situations which exhibit them as fine and worthy models to emulate?	___	___
6. Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?	___	___
7. Make clearly apparent the group representation of individuals—Caucasian, Afro-American, Indian, Chinese, Mexican American, etc.--and not seek to avoid identification by such means as smudging some color over Caucasian facial features?	___	___

* Max Rosenberg, "Evaluate Your Textbooks for Racism, Sexism", Educational Leadership, November, 1973. Reprinted by permission of the author.

	Yes	No
8. Give comprehensive, broadly ranging, and well-planned representation to women and minority groups--in art and science, in history and mathematics and literature, and in all other areas of life and culture?	___	___
9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?	___	___
10. Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images--mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?	___	___
11. Present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a value which we must esteem and treasure?	___	___
12. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?	___	___
13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background?	___	___
14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?	___	___
15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?	___	___
16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups?	___	___
17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?	___	___
18. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?	___	___

	Yes	No
19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy--to demand freedom and justice and equal opportunity for every individual and for every group?	___	___
20. Help minority group (as well as majority group) students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies?	___	___

Editor's note: This author's criteria are not in effect a rating scale. You may, however, want to judge your present learning materials by these criteria. Unless you are able to answer "yes" to all of these questions, you may feel there is room for improvement--or even a need to select new textbooks and other instructional materials.

2. Evidence of Ethnic Bias in Instructional Materials *

LaMar P. Miller

A resolution on ethnic bias in instructional materials offered to the members of the Association for Supervision and Curriculum Development by the Commission on Ethnic Bias stated several points, among which were the following:

- The instructional materials of our schools are expected to reflect our national heritage, goals, and aspirations and are so accepted.
- These instructional materials [at present] reflect neither our pluralistic society nor its common aspirations; they tend instead to reinforce a pattern of racist or separatist attitudes in our society. In our schools these materials contribute to alienation and indifference on the part of many of our students.

Unfortunately, this concern for the elimination of bias in textbooks and other materials has always been secondary to other aspects of civil rights with regard to equality of educational opportunity. Despite the efforts of a substantial number of educators and some publishers over the past few years, the present situation is accurately described by Father John Pawlikowski when he says, "The new ones are better, but textbooks still contain prejudice." [1]

It is true that some few textbooks indicate the pluralistic, interracial, multireligious character of our population. Nevertheless, evidence of ethnic bias continues to exist because the current conflicts and historical interpretations of minority groups are not considered in a realistic, factual manner. As a result, the progress we

[1] John T. Pawlikowski, "Textbooks Still Contain Prejudice." *National Catholic Reporter* 9 (27): 11, 14; May 11, 1973.

*Maxine Dunfee, Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography (Washington: Association for Supervision and Curriculum Development 1974). Reprinted by permission of publisher.

have made in the past decade has been uneven. Obviously there are many social reasons for the lack of progress. Attacks on traditional discriminatory practices through the courts, for example, and the persistence and even the increase of desegregation in many areas of our society have meant that the attainment of equality is not yet a subject that can be described in the past tense in our textbooks. We have in many respects only scratched the surface in making substantial improvements in eliminating bias in instructional materials.

Very little substantive change has occurred over the past 20 years. The conclusions of the American Council on Education, in its report on bias in secondary school social studies texts in 1949, indicated that the Negroes' position in contemporary society was largely ignored, that textbooks did not chronicle the achievements of minority people, and that scientific knowledge underlying sound understanding of the basic similarity and equality of the races was absent from the great majority of textbooks. These findings were practically the same as those filed 13 years later by the NAACP, and it seems they are equally valid today.

Omission, a Favorite Device

Apparently analyses of texts by educators and civil rights organizations have failed to produce a shift in attitudes on the part of the people who write and edit books and more importantly on the part of those who make decisions about which books to use in our schools. In general, these analyses point out misleading implications, distortions, and most frequently omissions rather than actual falsehoods. There are exceptions with regard to falsehood, however, such as illustrations of Black heroes who somehow develop Anglo-Saxon characteristics over the years in our textbooks. Omission, however, has long been a favorite device, because it provides the opportunity for those who either write, edit, or purchase to avoid controversy. We have always had the problem of how to handle controversial issues in textbooks in a balanced fashion—how to include all points of view and placate them all. Needless to say, finding solutions to this problem has been next to impossible.

There are obviously other reasons that the problem of bias in textbooks remains. One lies in a change in classroom methodologies that is widespread in many educational circles. Although schools still rely on standardized texts, this practice is no longer as common as it used to be. In many schools, teachers are given a freer hand in the selection of classroom materials. Hence, it is difficult to ensure

Evidence of ethnic bias continues to exist because the current conflicts and historical interpretations of minority groups are not considered in a realistic, factual manner.

that proper attitudes toward racial groups and women will be presented to students in all the variety of materials used.

Another factor is that a good many educators are still reluctant to admit the presence of negative attitudes on the part of those who use materials. In any discussion of the controversial aspects of textbooks, some educators argue that the teacher after all is the crucial element in the learning process, that it is the way the material is handled rather than what is written in the textbooks that makes the difference, and therefore it is not urgent to revise the book.

The fact is that many teachers were themselves trained with the type of materials that contain the kinds of bias we need to eliminate. It is vital, therefore, that we recognize the limitations inherent in the training of teachers insofar as they are involved in selecting materials for classroom use. Clearly, the teacher is the crux of the teaching situation, but that does not and should not detract from the importance of instructional materials, particularly the text. In brief, the printed word particularly in school textbooks has great authority for most of us.

Those who intend to use this section of the bibliography might be aided by the following observations. In general, literature in social studies areas does not focus adequately on materials, information, teaching strategies, or classroom approaches that would assist teachers in integrating materials into existing courses of study traditionally offered in the school system. Specifically teachers do not have bibliographies or information and basic approaches that would ensure success in teaching about minorities in their classes. This is a serious indictment that has been documented by a number of investigators. No doubt the absence of attempts to provide any realistic approaches to American life reflects the racial problem of integration.

In truth, however, the contributions, participation, and sufferings of Blacks, Jews, native Americans, and Orientals are well documented. Thus it is tragic that this information has not been put together in any appropriate way so that it could be presented to all students.

Second, it should also be noted that, while the treatment of Blacks and, increasingly, Spanish-speaking and native Americans has shown improvement, much remains to be done in confronting racism in appreciating traditions in Asian studies. Over the years, the image of the Asians has not changed very much, and rarely do we have the opportunity to learn as much as we should about the heritage of American citizens from the Far East.

Third, and more recently, although the bibliography does not include items about discrimination because of sex, we have begun to pay attention to the treatment of women in our instructional materials. We have at least determined that such things as Little Miss Muffet are highly objectionable and result in attitudes that are detrimental to both boys and girls, the men and women of tomorrow. In many ways this kind of bias is more vicious than the discrimination of individuals as ethnic groups, because it highlights a lack of respect for women as human beings.

Finally, the understanding of ethnic diversity and how it fits into a more universal scheme is of top priority. It may even be the real key to the meaning of survival for Americans as people of respected morals and integrity throughout the world. Realistic and accurate description and analysis of the pluralistic nature of American society, its achievements and current problems, are imperative at this critical moment of our history. Without such description and analysis, minority ethnic groups or any other groups such as women will continue to be the unconscious basis for prejudice and discrimination. Biased instructional materials are psychologically damaging to all who are exposed to them. While law may bar the overt forms of discrimination and prejudice, only education with appropriate instructional materials and procedures can cope with the subtle forms.

Evidence of Ethnic Bias in Instructional Materials: Bibliography

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APPENDIX C, KIT 3, ASSESSMENT PHASE

C-7. Criteria For Teaching Materials In Reading And Literature Of The NCTE Task Force On Racism And Bias In The Teaching of English *

This statement has been officially adopted by the Board of Directors of the National Council of Teachers of English after prior acceptance by the Executive Committees of the Conference on College Composition and Communication and the National Council of Teachers of English. It is a positive response to the educational objective and the social and cultural concern that the truth and reality of our nation's history and literature be embodied in its texts and other teaching materials, and that includes the fact of the racial and ethnic diversity of its peoples.

Of all the minority groups in the United States, the non-white minorities (American Indians, Asian-Americans, Blacks, Chicanos, Puerto Ricans, et al.), more than any others, suffer crippling discrimination in jobs, housing, civil rights, and education, and face a school curriculum which in their terms is culturally impoverished. The consequences of oppression make themselves most visible in major urban centers. But these consequences, if less overt, are just as real in rural America.

By comparison, the amount and effects of racism and bias in English and Language Arts educational materials might seem insignificant. But they are not and cannot be ignored. In the course of his education a student acquires more than skills and knowledge. He also finds and continues to modify his image of himself, and he shapes his attitudes toward other persons, races, and cultures. To be sure, the school experience is not the sole force that shapes self-images and attitudes toward others. But in the measure that school does exert this influence, it is essential that the materials it provides foster in the student not only a self-image deeply rooted in a sense of personal dignity, but also the development of attitudes grounded in respect for and understanding of the diversity of American society.

The accomplishment of these ends is a responsibility and obligation of those involved in English and Language Arts programs. Therefore, continuing action to accomplish them is the obligation and responsibility of teachers, curriculum planners, textbook selection committees, local and state education authorities, designers of learning systems, and publishers.

Specifically, educational materials now suffer from the following crucial deficiencies:

> --the inadequate representation of literary works by members of non-white minorities in general anthologies which serve as basic texts and in basal readers and other Language Arts kits inclusive of audio-visual materials, in most elementary, secondary, and college English courses;

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--representation of minority groups which is demeaning, insensitive, or unflattering to the culture;

--the inclusion of only popular and proven works by a limited number of "acceptable" writers, resulting in a misrepresentation of the actual range of the group's contribution to literature;

--biased commentaries which gloss over or flatly ignore the oppression suffered by non-white minority persons; and

--still other commentaries in anthologies which depict inaccurately the influence of non-white minority persons on literary, cultural, and historical developments in America.

Because conventional English courses and reading programs constitute the bulk of the Language Arts taught in elementary and secondary schools and colleges and because they are frequently organized around an anthology, a basic text, or a single learning program, it is to the publishers of such texts, and to the designers of systems approaches to learning, and to the bodies that adopt them, and to the teachers who use them that the following criteria are addressed:

A. Literature anthologies intended as basic texts and having inclusive titles and/or introductions must commit themselves to fair (more than token representation) and balanced (reflecting diversity of style, subject matter, and social and cultural view) inclusion of the work of non-white minority group members. This includes, but is not limited to the following:

Collections embracing the whole of American literature
Collections of generic materials
Collections of materials from a given historical period
Collections of materials from a given geographic region

To do less than this is to imply that non-white minority groups are less capable, less worthy, less significant than white American writers.

B. Non-white minorities must be represented in basic texts in a fashion which respects their dignity as human beings and mirrors their contributions to American culture, history, and letters. This means that hostile or sentimental depictions of such groups must be balanced with amicable and realistic ones in an effort to present a balanced and non-prejudicial picture.

C. In collections and parts of collections where a writer is represented by only one selection, the basis for its inclusion must be explained.

D. Illustrations and photographs must present as accurate and balanced a picture of non-white minorities and their environments as is possible in the total context of the educational materials.

E. Dialect, when it appears, must not be exaggerated or inconsistent, but appropriate to the setting and the characters. Where the risk is courted that the preponderance or exclusive appearance of dialect materials, including representations of the speech of bilingual Americans, is suggestive of cultural insensitivity, it should be balanced with an explanatory note which effectively places that dialect in accurate historical-linguistic context.

F. Editorial and critical commentary must not ignore the role played by non-white minority writers in the continuing literary development. Literary criticism, whether short quotations from critical writings or collections of critical essays, must draw as heavily as possible from the critical writers of non-white minorities. This is equally important in discussing works by or about members of the same group.

G. Historical commentary and interpretations must not present an idealized or otherwise distorted picture of the social and political history out of which Americans have written and are writing. Non-white minority group members should be included, where appropriate, in any commentary on writers active during significant literary periods.

APPENDIX C, KIT 3, RECOMMENDATIONS PHASE

C-8. Team Report Form *

I. ASSESSMENT AREA

II. ASSESSMENT ITEMS SCORE (by item number)

III. STANDARD

IV. INFORMATION SOURCES

V. FINDINGS, CAUSES, AND EFFECTS

A. Findings

B. Possible Causes

C. Possible Effects

VI. CONCLUSIONS

*See completed Team Report Form, page 19.

APPENDIX C, KIT 3, RECOMMENDATIONS PHASE

C-9. Examples of Recommendations (Preliminary Form A)

ASSESSMENT AREA - SCHOOL POLICIES AND PRACTICES

ASSESSMENT ITEMS

1. Item: "Student and parent polls indicate that symbols used in the school are non-offensive to all groups". (Item 2 on page 45)

2. Item: "Special programs, bulletin boards, and displays reflect the cultural diversity of America". (Item 8 on page 45)

Findings

According to the results of a student and parent poll, bulletin boards rarely reflect the cultural diversity of America unless it is some special week of recognition such as Black History Week. Further, the football team's mascot is dressed in stereotyped dress supposedly meaning to represent a Native American. Whenever the team makes a touchdown, the mascot runs out on the field and does a "war dance". The elementary schools have big Halloween parties and children who do not celebrate the holiday must go home.

Separate minority recognition days or weeks had to be established owing to the lack of minority persons in teaching materials. However, this practice has resulted in separate and unequal treatment. A unit on famous inventors, for example, must reflect the cultural diversity of our society. Unless this is done, we send students out into the world with a one-sided view of history, as well as with low expectations of persons from minority groups.

Effect

It is common for us to believe that holidays regularly celebrated by a majority of persons are acceptable to all. However, if we provide no positive alternative activities for students who cannot participate, then the system forces the individual to believe that he or she has a difference which cannot be respected.

Conclusions

We have become accustomed to thinking certain stereotyped notions about people are funny or cute; for example, the Indian war whoop. It is our responsibility to make certain that we are not spreading these stereotyped ideas in our curriculum and extra-curricular affairs.

School officials will not review their own attitudes on inappropriate symbols.

No inservice program or statements of leadership are brought to the attention of staff concerning the problems discovered by the school district's assessment.

The school district is not willing to expend the time necessary to solve any symbol or curriculum difficulties.

Recommendations

a. Make an adequate financial commitment to change the problem; i.e., staff, materials, inservice, compensatory time to staff to reach parents and students.

b. The school district can establish a task force to research and prepare biographical sketches on persons of minority heritage (past and present), including the individual's relevance to the academic areas (math, science, art, etc.), and ways these persons can be encompassed in the curriculum.

c. Student council members can be in charge of researching the school district's symbols relating to team mascots and names and research the kinds of inappropriate jokes that spread around the school which are offensive to minority persons. (Example - jokes relating to the handicapped)

d. School officials can investigate and change offensive policies. (For example, separating students who pay for lunches from those who do not pay for lunches by giving them a lunch ticket of a different color.

e. Purchased materials for displays must be scrutinized to determine whether or not they reflect cultural diversity. The companies which do not reflect the district's criteria should be written to suggest how they can update the materials.

3. Item: "Pupil/parent opinion polls indicate that special attention has been given to provide the optimum social and educational opportunities for those children who change schools frequently". (Item 6, page 45)

Finding

Some schools in our district report that achievement test scores are well below the national norm. The building administrator in each school feels the lower scores are the result of the large number of students and a high student turnover. One teacher has said, 'We can't teach these kids. They are here today and gone tomorrow".

Conclusion

Because parents continue to seek greater employment opportunities and a better standard of living, more students frequently change schools. Therefore, it is necessary for school systems to provide optimum social and educational opportunities for those students who do change schools frequently.

Recommendations

a. Schools with high student turnover must be provided greater diagnostic and counseling services to determine how the students can best be helped during their enrollment.

b. A practical curriculum of specific competencies must be developed for students who will be enrolled only for a short period. (Example: children of migratory workers)

c. District inservice must be provided to eradicate stereotyped attitudes among staff (i.e., "Just let those students ride along - they won't be here long anyway").

d. Since schools with high turnover often feel that the parents have little interest in the school's program, an effort must be made to explain to the parent (face-to-face) in what program the child will be enrolled and how the parent can enhance the student's development.

e. The school must scrutinize its extracurricular activities (parent and student) to determine if high mobility students and parents are involved.

4. Item: "Procedures have been established and are followed to determine whether or not disciplinary policies and practices are felt to be equitable by minority students and parents". (Item 1, page 45)

Finding

From the school district's opinionnaire, it has been found that a high percentage of minority students and parents feel that disciplinary practices are inequitable. In reviewing the number of expulsions, suspensions, and disciplinary letters to parents, it appears that a great number of minority students have been involved in these formal disciplinary actions.

Conclusions

It is necessary that all students feel that situations in which they may find themselves involved will be handled equitably as well as firmly. Yet the school system must not get itself in the position of "pushing out" students. There are community agencies which can aid the school in dealing with disciplinary concerns so that no student's academic achievement is hampered.

One of the more common statements when reacting to disciplinary inequities is: "If we bend the rule for one, then we must bend the rule for others too". Through administrative communiques, it will be necessary to advise personnel, parents, and students that the object is not to "bend the rule", but to assure all students that all difficulties will be handled fairly.

Recommendations

a. Review your disciplinary policies and practices and actively disseminate them to all school personnel, parents, and students. If changes are to be made or if there are no formalized written policies, then develop procedures with input from staff, students, and parents, including minority persons. Policies should be consistent with Department of Public Instruction and legislative standards.

b. Once policies are actively disseminated to all school personnel, parents, and students, meetings can be held for reactions and discussions.

c. Provide professional services to staff persons and parents experiencing difficulty in student discipline.

5. Item: "Working parents can meet with school personnel at convenient times for both". (Item 11, page 45)

Finding

No provision has been made to accommodate the schedules of working parents. The resulting lack of communication on a face-to-face basis causes misunderstandings, alienation, apathy, and lack of parental input into the child's program. This situation probably is caused by the failure of school personnel to see a need for flexible scheduling of conferences.

Recommendations

Possible solutions might include:

a. Hiring additional personnel to work evenings who could explain policies and programs, handle complaints, and set up special conferences when necessary.

b. Utilize existing personnel (perhaps guidance counselors, principals, and/or designated teachers) to be available on a rotating basis.

c. Set up periodic parent-teacher conferences which can be scheduled for parents' convenience, with compensatory time off for teachers who must report evenings.

Conclusion

Although each solution might meet a standard of periodic face-to-face parent-school communication, item c probably is the most feasible. Primary obstacles would include teacher unwillingness to report evenings and/or school board unwillingness to compensate for extra hours.

APPENDIX C, KIT 3, RECOMMENDATIONS PHASE

C-10. Examples Of Recommendations (Preliminary Form B)

ASSESSMENT AREA - STUDENT ACTIVITIES AND SERVICES

ASSESSMENT ITEMS

1. Item: "Guidance personnel counsel students from each cultural, economic, and ability group for the broad spectrum of academic and occupational offerings". (Item 1, page 55)

Finding

Guidance personnel feel that counseling of the physically-handicapped, single parents, and students re-entering after interrupted education should be left to agencies especially concerned with rehabilitation.

Effect

The effect of this attitude is to separate the student from his peers and ultimately affect the learning potential adversely by stereotyping. The student will think of himself as being different and make little or no attempt to join the mainstream of school activities.

Recommendation

It is recommended that guidance personnel communicate with the agencies concerned, then use the information in counseling the student within the school environment.

2. Item: "Low income parents and students are given special assistance in determining and financing career choices". (Item 2, page 55)

Finding

Special assistance is given to low income parents and students in determining and financing career choices only when requested.

Effect

Many low income parents are unaware of this service and so miss the opportunity for assistance in this field. The result can be a factor in perpetuating poverty.

Recommendation

Advertise this service by notices on school bulletin boards, by newsletters, and through personnel (home-school coordinators). This information can be disseminated through education committees as well.

3. Item: "Student leaders plan and implement programs designed to give each student a sense of belonging". (Item 4, page 55)

Finding

Minorities seldom are asked to participate in assembly programs, fund raising activities, school carnivals, and other programs.

Effect

The members of those minorities who do not see themselves as part of the school life become bitter and discouraged. Some special talents and abilities may be overlooked and relegated to mediocrity, depriving the community of potential leadership.

Recommendation

Advisors should make every effort to see that members of minority groups are afforded every opportunity to participate in student activities. Special programs making it possible for such students to contribute should be planned and carried out. The student council should be representative of all the minority groups defined in this instrument.

4. Item: "Students are actively assisted to utilize the services of other community agencies". (Item 7, page 55)

Finding

Students have been informed of agencies which may help solve problems that arise because of a particular situation.

Effect

Students with problems may know of these agencies but may be too shy to ask for help.

Recommendation

Guidance personnel should provide all necessary information, -- location, procedures to follow in contacting those agencies, and the names of persons they will be contacting. If necessary, initiate the contact by a telephone call to the agency to introduce the student (at student's request only).

5. Item: "A policy and procedures have been established to enable guidance counselors and support personnel to resolve intergroup problems among students and teachers". (Item 8, page 55)

Finding

There is confusion over the policy for resolving intergroup problems among students and staff.

Effect

When such problems are not swiftly resolved, resentment and rumor often build up, destroying morale and disrupting learning. Furthermore, since there is no stated policy, the procedure probably is not consistent. Inconsistency may cause discrepancies and unequal treatment in disciplinary measures.

Recommendation

A policy statement should be formed and distributed to all school personnel. Among other things, the policy should call for conferences with the proper persons representing both sides. The policy should require personal contact with parents, not notification by letter or telephone. The process of arbitration depends a great deal on restraint. Counselors should be aware of the need for sensitivity.

6. Item: "All extracurricular activities reflect the cultural diversity of the student body". (Item 10, page 55)

Finding

A member of a minority group has never participated as a pomperette, drum major, majorette, or cheerleader.

Effect

Minority students are deprived of an opportunity to increase self-confidence and pride in accomplishment. The community may be deprived of the leadership and talent of some members of the minority group.

Recommendation

Advisors to student groups should make sure that minorities are given the opportunity to participate in such activities.

7. Item: "Student publications are careful to include pictures and other materials to reflect the activities of all existing student groups". (Item 11, page 55)

Finding

The school newspaper has a picture of a minority student displaying art work. A teacher is looking on. The name of the teacher is given; the name of the student is not.

Effect

There is understandable resentment on the part of the student and parents. This treatment is a put-down and a public one at that. Embarassment displaces the feeling of pride in one's work and discourages further attempts.

Recommendation

A policy for reporting news is formulated. It includes courtesy in journalism. The policy also should include a request for periodical critiques of reporting policies to be performed by the student council. The same policy should be followed in reporting news to the local papers.

8. Item: "Photographers who do not distort minority features are selected to take official school pictures". (Item 12, page 55)

Finding

In photographs of minorities, physical differences and color were found to be distorted by background and positioning of the subject.

Effect

One girl whose birthmark was removed from her photographs in the finishing process was horrified because the pictures did not look like her.

Recommendation

Photographers should be interviewed to ascertain what techniques they will use to represent subjects as they wish to be represented.

APPENDIX D, KIT 4, THE IMPLEMENTATION, EVALUATION AND RECYCLING PHASES

D-1. "Implementation," by H. Michael Hartoonian, Wisconsin Department of Public Instruction

D-2. "Basis for Planning Programs Which Provide Alternative Education for School-Age Parents and Their Families in Wisconsin Public Schools," by Susan Smith, Wisconsin Department of Public Instruction

D-3. Some Programming Recommendations for School-Age Parents (Wisconsin Department of Public Instruction directive)

D-4. "Why Not Part-Time Jobs for Elderly in the Schools?", by John W. Hakanson, President of Clackamas Community College

D-5. "Least Restrictive Alternative Model," by Kenneth R. Blessing, Department of Public Instruction *

D-6. "Policies and Procedures for Selection of Instructional Materials," American Association of School Librarians

D-7. "What Can You Do About Biased Textbooks?", from the Resource Center on Sex Roles in Education

D-8. "Proposed Administrative Procedures for Materials Selection," Cedar Rapids Public Schools

D-9. Evaluation Instrument, Stephen J. Knezevich in Program Budgeting

*Model for Placement of Exceptional Children

APPENDIX D, KIT 4, IMPLEMENTATION PHASE

D-1. Implementation *

On-going and meaningful implementation and development of any area of curricular specificity as well as for the school as a whole, is dependent upon educators' competencies in inter-personal communication, organizational problem-solving, inter-group relations and curriculum analysis skills. Thus, as a minimum, efficiency in these areas is a prerequisite for the implementation of materials and methods that will foster better human relations and dissolve stereotyping relative to race, sex, physique, age, etc.

Schmuck and Miles (1971) have identified four strategies for school improvement, educational development and implementation. The first strategy is legislative, which usually is initiated at the state or federal level. Examples of this strategy are state curriculum codes for the teaching of special courses (history, government, consumer economics, etc.). A second approach is what might be called curriculum development, which focuses on materials and instructional procedures for the classroom. This approach is emphasized in the "new" math, science and social studies programs. A third strategy focuses on role-shaping with the assumption that persons with certain roles can function more effectively through a perfecting of those roles or by changing behavior and thereby learning new roles. Examples here include role-playing workshops, micro-teaching labs, and role simulation games. A fourth strategy takes a holistic approach in combining elements of the first three in a design for the whole system.

Since any curriculum must deal with a social dimension, an intellectual dimension, and a personal dimension, total concentration on any one of these areas might only frustrate events for implementing new ideas and materials into the curriculum. For example, it is not enough for a few educators in a school to be aware of materials in minority group education or to feel committed to minority group education, if the prevailing attitude of the school is "We don't have a problem here for we don't have any minority groups". Further, if an administrator tells a particular department within a high school that he or she is concerned with role stereotyping and simply asks that department to go ahead and do something, it is clear that very little will change. In other words, for implementation to take place, actors within the school must develop skills in organizational problem-solving and inter-personal communications.

If a school system is interested in doing something about minority group stereotyping, then it is imperative that individuals be aware not only of the latest understandings in whatever discipline they are involved with, but also possess an understanding of how organizations and individuals within them function. We need to give attention, therefore, to the fourth strategy if minority group stereotyping is to be successfully dealt with, leading to an educational setting which manifests a true sense of justice, joy and standards.**

*H. Michael Hartoonian, Instructional Services, Department of Public Instruction, Madison, WI. Reprinted from the monograph published in 1974 by The Social Science Education Consortium, 855 Broadway, Boulder, Colorado.

**See Statement of Philosophy in "Towards Excellence in Education".

The question arises as to the present nature of training in the delineated areas of competency deficiency as suggested here. Jensen (1969) wrote that the typical university or college program in teacher education provides little or no means of developing understandings about the socio-psychological aspects of the organizational environment in which the instructional transactions between teachers and their clients take place. Consequently, most beginning teachers are inducted into the educational profession seemingly competent to lead instructional projects, but with little ability to perceive and cope with organizational conditions which dictate the possibilities and limits for achieving instructional objectives, particularly the instructional objectives that are paramount in any school that wishes to deal with role stereotyping. This lack of ability to perceive and manage organizational conditions tends to produce interpersonal conflict in a degree of instructional inefficiency that tends to create in the new teacher a frustration and disillusionment that often turns to pessimism, and sometimes to cynicism, as the new teacher becomes an "old timer". In short, lack of ability to skillfully perceive and manage organizational conditions produces a subtle form of socialization of teachers, students and administrative personnel that can adversely affect not only the instructional processes but, of course, any attempt to implement new ideas.

There are, of course, several assumptions behind this approach to implementing new ideas and programs into the school. First, meaningful and on-going change in an organization, as exemplified here by the school building, will result if all the subsystems of the organization are involved in the process of re-education rather than a random few. In the school building this means the faculty members of all departments. Thus, for example, in attempting to implement a new science or social science curriculum or minority role stereotyping in a school where time and limited resources must be shared, all faculty members (or their appropriate representatives) need to be involved at the appropriate levels of decision-making regarding implementation.

Second, an organization should be aware of the relationship between processes and products. The chances for successfully implementing a curriculum innovation in school "A" where the department head tells the other members of the department they should utilize certain materials in the coming year will differ with school "B" where the department members have engaged in dialogue about the consequences of utilizing the same curricular materials.

The potential of a curriculum innovation sustaining itself in time is quite remote in school "A" where the administrator under the guise of evaluating a proposed change, is really deciding in favor of two warring factions in the English department. In school "B", on the other hand, where the administrator or outside consultant is asked to help the department develop a statement of philosophy based on the strengths of the several points of view in the department, the prospects of a curriculum innovation sustaining itself are great.

Third, organizational development should result in the opening of each sub-system to the receptiveness of feedback from each of the other sub-systems. If the social science department of high school "A" has proposed to the administration a community involvement curriculum for all students in the school without engaging the appropriate members from other departments in dialogue about the consequences of this program on their respective programs it has greatly reduced its chances for successful implementation. The school that has dialogue with the appropriate representatives of the varying racial and socio-economic groups in the community prior to writing a proposal for a community involvement curriculum has greatly increased the potential for community receptivity. This is especially true when the appropriate community representatives have been invited to help evaluate the community involvement program.

Fourth, organizational development should lead to a realization of resources available to the whole system. This should bring about an awareness of the need to consider all sub-systems in any decision-making relative to the utilization of resources consistent with the mission of the system as a whole: School "A", whose faculty members individually bombard the city water treatment facilities with phone calls about visitations will soon wear out its welcome. In school "B" the faculty has approached the use of the community problem holistically. This faculty has set up a communication information system which allows each teacher to know what are the preferred visitation times and the visitation policies of the water treatment center. These teachers have worked out a community use program with the appropriate community representatives so that visits are not made by many teachers in ignorance of each other, thus avoiding duplication and repetition.

Training for organizational development seeks to increase the problem-solving and communication competencies of members of organizations so they are better able to carry on the task of the organization using available resources. This should result if there:

1) are clear communication networks between sub-systems.
2) are clear awarenesses and understandings of system members relative to the differing needs and goals of those in other systems (schools) making up the unified district.
3) is awareness of how members of different sub-systems of a single system and different systems affect each other.
4) is more involvement of personnel in decision-making processes.

These assumptions concerning the theory of organizational development have been substantiated by the literature on the implementation of organizational innovations in education. Gross, Giacquinta, and Bernstein (1971) found a number of barriers leading to the failure of educational innovations to be implemented. Among these were:

1) the teachers' lack of clarity about the new role model.
2) the teachers' lack of skills and knowledge required to carry out the task of innovation.
3) the unavailability of required materials and equipment.
4) the organizational arrangements existing prior to and during the innovation's introduction that were incompatible with the innovation.

Training in organizational development would provide the experiences in learning to allow staff the opportunity to develop and use the needed skills necessary to avoid the barriers identified by Gross and his colleagues.

The emphasis here, then, is away from the training of the isolated individual who, for example, attends summer workshops and institutes, and is instead on the whole sub-system and whole faculty which is trained to work on the realistic problems of their own organizational responsibilities.

Implementation, then, is a function of a total school staff developing skills in human relations and organizational development as delineated above.

Basis for Planning Programs Which Provide Alternative Education for School-Age Parents and Their Families in Wisconsin Public Schools *

By Susan Smith
School-Age Parent Consultant
Division for Handicapped Children

Chapter 115 (Chapter 89, Laws of 1973 is Chapter 115 of the state statutes) under Wis. Stats. section 115.76 (3) (h) denotes pregnancy, including up to 2 months after the birth of the baby or any other termination of pregnancy, as a condition which may require exceptional educational services to supplement or replace regular education.

Since the early 1960's, comprehensive programs have been developed throughout the United States in an attempt to provide long-neglected medical, social, and educational services to school-age parents. Wisconsin has not gone without services; our citizens have received benefits and supportive services from both public and private agencies in the area of family and child health. The major governmental resources are the Division of Family Services and the Department of Health and Social Services with main offices in Madison. Regional and district offices are located in Green Bay, Eau Claire, Fond du Lac, La Crosse, Milwaukee, Rhinelander, Ashland, and Wisconsin Rapids. Each of these have a county Department of Social Services or Public Welfare which is usually located in the county court house and offers assistance if needed. Such areas of service may be financial, child care, vocational counseling, boarding homes or housing facilities, cultural and recreational resources.

Also, state-wide community and church resources operate in the following areas:

1. Catholic Social Services - La Crosse, Milwaukee, Madison, and Green Bay.
2. Jewish Family and Children Services - Milwaukee.
3. Methodist Children Services - Madison and Milwaukee.
4. Children's Services Society (nonsectarian) - Eau Claire, Green Bay, Kenosha, La Crosse, Madison, Milwaukee, Janesville, Neenah, Oshkosh, Racine, Sheboygan, Wausau, and Wisconsin Rapids.
5. Lutheran Children Friends Society - Wauwatosa and Wausau.
6. Lutheran Social Services of Wisconsin - Appleton, Eau Claire, La Crosse, Madison, Milwaukee, Racine, and Wausau.
7. Wisconsin Lutheran Child and Family Services of Milwaukee.
8. Maternity boarding institutions:
   a) Rosalie Manor (Catholic) - Brookfield.
   b) Booth Memorial (Salvation Army) - Wauwatosa.
   c) Lutheran Maternity Home - La Crosse.

We are aware that the community resources such as those mentioned above have attempted for many years to meet the needs of school-age parents. With this being true, why then the attention and special concern being given to special programs for pregnant teens today? One reason is the necessity for a realistic basis for programming in today's society to meet the school-age parents' individual needs. Another reason is that an over-all basis is needed to assure that all students have an opportunity to complete their high school education and begin work toward their life's goals. As the plans are being developed, several bases within this process should be considered:

The human right of every student to an education (national basis, Title IX) is a national concern that has been expressed by the Department of Health, Education, and Welfare, Office of Education, Washington D.C. by the U.S. commissioner of education in his statement of comprehensive programs for school-age parents. Within this statement is a strong plea for coordination of services and involvement of all those who are concerned. The following statement seems to indicate clearly the intent of these expressions:

"Most pregnant girls are physically able to remain in their regular classes during most of their pregnancy. Any decision to modify a pregnant girl's school program should be made only after consulting with the girl, her parents or her husband if she is married, and the appropriate educational, medical, and social service authorities. Further, local school systems have an obligation to cooperate with such other state, county, and city agencies as Health and Welfare Departments and with private agencies and physicians to assure that pregnant girls receive proper medical, psychological, and social services during pregnancy and for as long as needed thereafter."

While most services and almost all school districts have not yet devised a technique for including the young fathers, this void needs to be filled. The following statement from the U.S. Office of Education is evidence of this fact:

Note: The following data are taken from the 1974-75 summary of exceptional education services from the Bureau for Exceptional Children (as of November 1, 1974): homebound-school-age parents—children served = 55; gain over 1973-74 = minus 759; school-age parents—teachers = 32; T/A equivalents = 15.4; program units 1974-75 = 29; children served = 829; gain over 1973-74 = 829.

*Reprinted from Bureau Memorandum, Vol. 17, #1 (Madison, WI, Division for Handicapped Children, Department of Public Instruction, Fall, 1975) p.3.

"The needs of pregnant girls are but one aspect of our concern. Young fathers also require assistance to enable them to meet the considerable responsibilities which they have assumed. We shall continue to emphasize in all aspects of our concept of comprehensive programs for school-age parents, the problems, the needs, the resources, the processes, and the program activities which all will serve *both* young women and young men experiencing or anticipating early parenthood. In so doing, we also serve the children involved, and intend to promote a more successful 'services integration model' for them and a strengthened family structure."

With this in mind, refer to Chapter 115 and explore with districts some of their concerns about local needs.

Each district should consider their role in planning to meet the needs of school-age parents, and based on stated legislation and requirements, develop ways of meeting the needs of school-age parents. There is no single program model designed to satisfy all school districts, nor is this the intention of this article. I do, however, hope to offer ideas based on broad suggested needs. Each district individually is in the process of developing programs to best meet its needs (sample programs are carried at the end of this article. Hartford and Beloit Public Schools also offer programs in this area.) Because resources play a big part in providing programs and qualified staff and supportive staff play a major role in planning comprehensive services, large city districts may find it easier than rural or small districts.

First, districts should seriously consider the population to be served - namely, the adolescents:

1.) *Adolescent attitudes:* In his effort to solve his identity problems, the adolescent examines his parents with a critical attitude and tends to rely more and more for his sense of belonging on his peers. The critical attitude of the adolescent does not end with the parents; it is directed toward social institutions in general and authority of any type, including government. Student population better educated and increasingly numerous - now are beginning to challenge the assumption that they are being taught what they need to equip them to better cope with the changing economic and social situations of today. If they criticize modern civilization, it is because it does not give them a sense of purpose to life, which is what they are seeking.

2.) *Parent-Adolescent Relationships:* When the parent-child relationship has been one of excessive dependence or excessive hostility, the turmoil of adolescence may be prolonged and lead either to failure, to emancipation, or to total rejection of family. What attitude does American society expect parents to adopt toward their adolescent children, and what degree of control or permissiveness is healthy or desirable? This is a problem that certainly requires further study if only to help parents and other interested adults meet their responsibilities effectively and without guilt.

3.) *Youth Culture:* In reaction to American adult culture, many youth may be seeking a personally meaningful style of life, even if it is destructive or nihilistic. Of course, not all youth are alienated; but the wide extent of the alienation that does exist can be ignored, only to the detriment of society.

4.) *Sexual Activity:* Whether teenagers today are engaged in sexual activity in revolutionary proportions is not necessarily the central issue. The nation's venereal disease situation is alarming, infectious syphilis rates have been increasing annually, and gonorrhea rates are at epidemic proportions. A recent joint statement by the American Public Health Association, the American Social Health Association, and the American Venereal Disease Association noted that the incidence of gonorrhea among youths is rising at a particularly rapid rate.

5.) *Adolescent Pregnancies:* According to the available data, menarche is attained 2 1/2 to 3 1/2 years earlier today than a century ago. In the U.S., the average age at menarche is 12 1/2 years, while the average age of physical maturity is 17 years of age. If pregnancy occurs before attainment of physical maturity, the girl is more likely to have complications. Because of the diverse biosocial problems of young mothers, fragmented delivery modes of service, which do not consider the whole person, leave much to be desired. Considering the complexities and vast needs of students during adolescence, I strongly suggest the following as basic components in development of program structure for school-age parents:

1. *Medical:* Teenage mothers are high medical risks since pregnancy has often occured before their own growth has been completed. Also, their eating habits generally result in nutritional deficiencies. They tend to have a higher rate of iron deficiency, anemia, toxemia, prolonged labor, and premature delivery. Infant mortality rates are three times higher when the mother is under 15 than when the mother is in the 20-24 age group. They also have more premature babies with low birth weights, a condition often associated with handicapping conditions (mental retardation, etc.). The physiological risks are also accompanied by psychological and emotional hazards.

2. *Social:* The pregnant minor is socially handicapped because she is alienated from her peers. If she is neither in school nor working, this may lead to a search for human involvement which could cause repeated childbearing at an age when the risks are very great. Also of concern to educators and society in general is the finding that girls in the under 16 age group have repeated pregnancies out-of-wedlock and are less likely to marry. Even if the girl is married, the social hazards are great because of the high incidence of divorce among teenage marriages. Further, during the first 2 years of marriage, the presence of a child doubles the probability of divorce, thus likely leading to the need for public assistance for mother and child.

3. *Economic:* There is an economic concern since a majority of this population receive public welfare or the school-age mother is forced to obtain employment before her educational goals and career training are completed. This lack of education can result in a low-paying job. Many who have the ability and desire to obtain post-high school education may find themselves forever trapped in a low-income bracket, often being the sole support of the family and at the same time trying to raise a child or children. Even if she is married, the likelihood that her young husband has completed his career training or education for a profession is slight and she will therefore be required to work to supplement the family income.

4. *Family Planning:* Adults who have leveled hard criticism against the current tendency to make birth control devices available to young people should consider the high incidence of infant and maternal mortality among teenage pregnancies in addition to the social burdens involved. It appears that in recent years, free clinics have played an important part in making information concerning contraceptives available. Many young people feel more free talking about their needs in the informal atmosphere the free clinic offers. Private physicians and hospitals are now beginning to play a large role in this matter. It would appear, however, that the free clinics are helping to fill the gap in health care which exists for the alienated and deprived, a large segment of our population.

5. *Nutrition:* A national nutrition survey showed that among the various age groups surveyed, adolescents between the ages of 10 and 16 had the highest prevalence of unsatisfactory nutritional status, with male adolescents having more evidence of malnutrition than females. Poor nutrition and poor health in a girl results in a woman at maturity who has a significantly elevated level of reproductive risk. The pregnancies of such mothers are more frequently complicated and their infants are more likely to be of low birth weight. This situation certainly calls for the provision of nutrition education to pregnant adolescents.

The following characteristics are suggested in developing programs:

1.) All programs should be comprehensive in design and structure.

2.) All programs should be accessable to students, families, and community.

3.) Personnel should be available to assist students in using the program resources and to coordinate with other community resources.

4.) All programs should have reliably-built expansion components to introduce students to community resources and extend the duration of assistance to student's needs—in this instance, prevention and further independence within student population.

5.) All programs should be consistent in over-all goals.

6.) All programs should be flexible by being open to the community, both internal and external.

Program Process

Programming to meet the needs of school-age parents may be viewed as being carried out in phases. It's somewhat like an orchestra being composed of several persons, but not all playing their instruments at the same time. The five phases are:

Phase I—philosophy, policy, and administration goals—planned and agreed upon: program structure, type, facility resources, students to be served.

Phase II—medical diagnosis and information on student needs: educational plans—based on medical and social needs.

Phase III—program activities: education—special center, special class, or regular education comprehensive community supportive services systems.

Phase IV—birth of infant: parenting and infant care, parenting skills, personal concern, for self, future goals.

Phase V—preventive intervention—phases I, II, III, and IV should be designed for smooth transition of student into the next and final stage V, an assessment of student by director and program persons, to consider whether the student needs were met or continued services needed: if so, recommendation, referral, to appropriate community resources. Such resources might be infant day care, nursery school, employment, social counseling services, health and planned parenthood, and legal counseling.

The above services may need to be priortized for each student.

I. Pregnancy: what is it like? prenatal care, nutritional assistance, and educational.

II. Prenatal and health care: social counseling and interpersonal support and educational.

III. Social counseling: interpersonal, educational, prenatal and health care, and birth of infant.

IV. Infant care development and/or termination—adoption of infant: social counseling-interpersonal, legal matters-paternity, contraceptive information, knowledge of community resources, and support systems-infant care.

V. Vocational, and health services: financial assistance and social outlet and/or recreational—youth group services.

APPENDIX D, KIT 4, IMPLEMENTATION PHASE

D-3. Some Programming Recommendations For School Age Parents *

Please inform or make available to special education directors or designees of special educational programs the following:

> Chapter 89, Laws of 1973, under s. 115.76(3)(h) denotes pregnancy, including up to two months after the birth of the baby or other termination of pregnancy, as a condition which may require exceptional educational services to supplement or replace regular education.

A number of specialists who have spent many years working with school age parents indicate that one out of every four infants is born to a mother under age twenty; that one out of eight thirteen-year olds will become pregnant out of wedlock before the age of twenty. From these statistics alone one can readily see that a large proportion of our school population, at a young age, will be expected to take on responsibilities for which they are hardly prepared.

The teenage years are difficult enough without the added burden of school age motherhood. These years demand an overabundance of energy stimulated by growth and development, and health is often stressed as an area needing special attention. There are sometimes stressful demands on some students, and as a result, they need a great deal of social and emotional support. Further, the later secondary school years are a time when education focuses on specialization for students.

We believe that the above points are generally recognized by Wisconsin educators as a part of their concern for pregnant students. Based on the above facts, we looked at the figures supplied by two resources which may in some way influence our thinking about the pregnant student in the Wisconsin schools; (1) the Wisconsin Department of Health and Social Services statistical report (CY 6 or CY 17) for 1972; and (2) the Division for Handicapped Children's report transmitted by the Department of Public Instruction to the Federal District Court for the Eastern District of Wisconsin on state/local progress in implementing Chapter 89, Laws of 1973, in the school year 1973-74.

We note that the Wisconsin Department of Health and Social Services, Division of Family Services, has reported a total number of 6,764 unmarried mothers for the year of 1972. They further state that while this report is not complete, their records show a tally of 6,902 unmarried mothers for 1973. In comparing these two sets of figures, one can readily see an increase in 1973 over the number of unmarried mothers as reported in 1972.

* Bulletin #74-3 sent from Department of Public Instruction to directors and supervisors of Special Education Programs, local district administrators, CESA Coordinators, and CHCEB Coordinators in 1974.

Considering the compulsory school attendance law, s. 118.15, which includes students up to age 16, and beyond if desired by students having been adjudged as having exceptional educational needs, we excerpted the following figures from a report supplied by Wisconsin's annual report for 1972 according to age and number of pregnancies reported. They are as follows:

Age		Number of Pregnancies
12		2
13	Compulsory	9
14	Attendance	80
15	Age	297
16		538
17	May be continued if student	757
18	has EEN and desires to con-	796
19	tinue through age 21.	793
	Total for 1972	3,272

This table indicates that over half of the pregnancies reported by Health and Social Services are within the junior and senior high school age range. These figures also show that the largest prevalence by age would be those students between ages 17 and 19. One could further predict a high rate of school dropouts. Many students have had difficulty adjusting academically, yet the Division for Handicapped Children reports that 1,251 were currently identified and of this figure only 566 were served. This leaves 544 for whom plans were unknown.

If we were to compare the total number reported by the State Department of Health and Social Services and our division, one could conjecture as to what is being done, educationally speaking, for school age parents. We realize that the school age parent could become a potential school dropout. A student and family may find the problems of "out of wedlock pregnancy" a crisis and very difficult for some to cope with without the assistance of a comprehensive intervention program.

With the above in mind, our office has viewed the developing school age parent program(s) with the following elements as a direction in which to begin. Our department recommends that LEA's carefully consider the following program and service elements in planning school age parents' programs.

I. Identification and Diagnosis. This means the official identification of a pregnant student. We consider this stage of planning to be an adjustment period for the student and her family. For some students and families, this may be a time of severe crises. This will vary depending upon the degree to which each student and family will be able to cope with the pregnancy. The male involved with the female pregnant student can sometimes have very strong influences upon the activity of the pregnant student and her involvement with plans to continue her education. We realize the school age pregnancy is considered a social or sociocultural problem and that attitudes toward pregnancy vary with time and place. The social expectations for many girls of junior and senior high school age may include school attendance, an active social life, and responsibilities within the family of which she is a part. Therefore, pregnancy may be accepted and looked forward to after a girl has completed high school and has been married a minimum of nine months.

On the other hand, the first reaction may be one of anger, based on hurt and frustration; frustrations about how the situation developed and how to handle it, before making a decision regarding the handling of the problem which is an unusual one. They need time to hurt in their own private way. They need to know the kinds of educational and supportive services which can be provided by skilled school staff members. They need to understand the critical need for the student to continue with her education. The M-team evaluation is a way of setting realistic goals and programs to meet the needs of the students adjudged as having an exceptional educational need. Somewhere within this initial part of the assessment process, the parents and students must give consent for the convening of a M-team service.

When we think of junior and senior high school students, it is not usually with the idea of planning interventive programs for those students who are pregnant. Society often assumes that this stage of development in a student's life is one in which values are established based on an acceptable frame of reference. In many instances, the pregnant student enrolled in school may not fit this description. Our society is not fully accustomed to dealing with pregnant junior and senior high school students. Therefore, we view this as an unusual situation for the students, local administrators, and school boards. Educators are faced with a student who is in an unusual situation for which they will be providing assistance in determining an all-inclusive educational plan. The student will be having an unusual experience, that of biologically giving birth to another human being. We contend that it is precisely at this time that the students are in greatest need of a supportive and comprehensive educational plan. We would also suggest that involvement with this girl may, in some instances, be enhanced by offering educational and supportive services to the father of the unborn child, parents, and/or guardians.

II. Parent's and Student's Written Consent. Parents and students must give consent to be seen by a M-team which should then assess the student's needs based on the student's current condition within this unusual experiential context. Not knowing her own educational needs nor the resources to meet those needs, a typical student's reaction may be to refuse special school intervention. We would hope that those persons responsible for programming for school age parents will focus on appropriate educational alternatives for the student and encourage their pursuit in spite of the unusual circumstances of those involved.

As you inform students and parents of the availability of special educational and supportive services, knowledge about the services of a M-team may be helpful. The M-team may offer assistance in providing those necessary points of information which may help the students prioritize their needs within an educational plan. The initial official knowledge that a student is pregnant is only an introductory phase of programming. We hold to education as a goal, but during this initial stage of the student involvement with pregnancy, education may or may not seem to be the student's and family's primary goal during their initial adjustment to this crisis situation.

III. M-team Members:

1. Person skilled in assessing the student's academic status and in making educational recommendations, e.g., special education director, program designee, guidance counselor, or special educator.

2. Person skilled in assessing emotional and social needs, e.g., school social worker or school psychologist.

3. Person skilled in assessing health needs - prenatal and postnatal care, follow-up services, e.g., nurses, physicians (unless these are school board employees, these individuals would serve in a consultant role to the M-team).

4. A certified special educator representing any other suspected disability area, e.g., mental retardation, if needed.

IV. Some Suggested Education Alternatives:

1. Decision to remain in the regular program with plans for the student to be involved only with supportive services, e.g., health services, nutritional, psychological counseling, and social services.

2. Enrollment in a specialized education program and/or special center designed to meet her needs. This service could be provided within her own school or in another facility outside of her normal attendance area.

3. Early childhood development and parenting skills for those mothers keeping their babies. This service could be provided prior to and up to two months after delivery. These services may be provided in the programs/centers in point 2 above and/or in the hospital and home settings.

4. Homebound programs should be recommended only if needed and depending on length of time and expected date of delivery. Normally this service would be provided at the request of the school age parent and might be a subsequent plan to options #1, 2 or 3 above during the final months of pregnancy or following delivery.

For 1974-75, a summary of the M-team's assessment and recommendations, along with a statement of the school board's (or preferably the program designee's) decision is to be submitted to our office just prior to initiating services. This requirement is designed to insure alternatives being offered this new group of exceptional need students. Since this is a new program this requirement must be adhered to for the current school year. However, it is unlikely that M-team reports will be requested in 1975-76 except for newly established programs or in contested cases. Program philosophy and policies are not designed to insure that students are not dually penalized and to encourage school attendance and continued progress during a somewhat traumatic period in their young lives. Provision of appropriate educational alternatives and support services are a potential key to successful achievement of this humanistic objective.

Should you need further information, please write or contact our office at 608-266-1783, Susan B. Smith, School Age Parent Program Supervisor.

Why Not Part-time Jobs For Elderly in the Schools?*

by John W. Hakanson*

As in many other facets of my profession, practice falls far short of knowledge when it comes to using education and schools to change the image of aging. We don't do nearly as well as we know how to do.

It requires no great insight to recognize that our culture suffers in many ways: From the deterioration of the extended family, the disappearance in many places of the neighborhood, the limited instances where the attitudes inherent in the term "community" are prevalent, even to the virtual elimination of the tribe or clan. The elderly, by and large, are no longer part of a mixed-age social unit in many parts of our country.

The disappearance of these forms of extended social organization has been most obviously deleterious to the so-called senior citizens; all of us have been touched to a considerable degree by this phenomenon. For the sake of all the people in our culture, the aged must become, once again, part of the life of every age level, particularly as they become an increasing proportion of the population.

To meet some real needs of the elderly and the young in a direct and immediate fashion, gerontologists and educators should seriously consider vigorous and comprehensive efforts to place elderly people into the elementary and secondary schools of the nation, in positions where they perform useful work for which they are paid, coming into formal and informal contact with youngsters and educators on a daily and sustained basis.

Could Fill Many Jobs

Senior citizens could assume part-time positions as tutors, teacher aides, custodians, clerical and secretarial workers, visiting teachers, library aides, playground supervisors, groundskeepers, counselors, storytellers and on and on, all of course to the extent appropriate to the health, strength and agility of the senior citizen involved.

Such workers should receive a stipend, perhaps in the form of a Social Security supplement, be required to keep designated hours and given supervision and evaluation just as are other employees. Thus, not only would they receive the benefits of a salary and of useful involvement with others, they would also retain the precious privilege of being able to gripe and complain to their colleagues about how hard they work and what a driver their boss is!

While certainly there are limits as to how many elderly a given school could absorb, I would suggest that, given financial support and a willingness on the part of educators to use imagination, many thousands of elderly could be employed in such pursuits.

Concurrently, there would have to be a massive effort to teach children and educators about aging and the aged. Schools *can* teach attitudes with a fair degree of success. Placing numerous old people into schools would not only force education for and about aging, the presence of seniors doing useful things and enjoying sustained contact with people in other age groups would automatically make such education meaningful and relatively easy. Most of the important lessons about growing old would be learned with little conscious effort on the part of most of the participants, somewhat akin to the way we learn to talk—the most effective education possible.

More Exposure Needed

In a very few years, teachers generally would come to know and understand many aspects of that developmental process we call aging. This exposure, coupled with some minimal requirements of reading and other kinds of learning experiences, could not help but be reflected in these people's attitudes, a necessary prelude to bringing about a change in others' attitudes. And, of

*Dr. Hakanson, president of Clackamas Community College, Oregon City, Oregon, since 1969, began as dean of instruction at its founding in 1966. He says programs for the aging "are very much a part" of the college's extensive system of community education and services.

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course, senior citizens need contact not only with youngsters but also with other adults.

How can education be used to help keep the aged productively involved in and actively part of our culture?

Federal, state and local monies aggregating several billions of dollars annually are funding massive programs of manpower training across the country. Would it be desirable that a vocational program for seniors be provided *as an integral part of every manpower training plan*? This program would have as its objective the testing and evaluation of those retired or retiring, with a view to discovering what strengths or interests each person possesses which could be used, with or without supplemental training, to enhance possibilities for full or part-time employment.

The program should include placement specialists and training officers, who could refer seniors directly to agencies such as community colleges or other suitable institutions for training they might wish to take. Possibly there should also be provided some follow-up services to help the new worker adjust to the new demands.

Services Are Valuable

The aged among us comprise perhaps one of the largest groups of unemployed and underemployed people in the nation. Their services are valuable, and part or full-time employment would help to meet many of their most desperate needs. Such a vocational training program could also involve those who wish to volunteer their services but need additional training in order to be more effective.

Or perhaps some work could be done at the Federal or state levels to include older persons' vocational counseling, training and placement programs in guidelines and other directive documents. At Clackamas, we are trying to make such an operation a definite element of the overall manpower program we are just beginning to help our county government put together.

Some of the things mentioned ought to be, and in some cases are, a part of good preretirement programs. But I believe more action will take place if the continued productive employment of senior citizens comes to be regarded as a manpower or vocational problem. "Retirement" has many unfortunate connotations that "continued productivity" does not. Not all seniors will want to practice continued productivity to the same degree; all ought to have the opportunity to do what work they can and wish to do.

This should be *first* a manpower problem and second a retirement problem; the nation needs the skills and wisdoms of its aged. Bringing manpower training people to a realization of this fact is a task to which we all ought to dedicate ourselves. Once vocational educators come to recognize the continued productivity of

Dolly Staats, 69-year-old RSVP member, helps LeRoy Anderson, music instructor at Clackamas Community College, check a special score.

the elderly as a legitimate concern, they will soon devise ways to work toward that goal.

Though special courses for the elderly and those approaching that stage in life are becoming more common in schools and colleges, assuredly there is a great distance to go in this direction. Educational services of this kind will be provided more quickly if senior citizens approach those responsible for their schools and colleges and demand the services they need. College efforts must be directed to removing the barriers many old people see, real or otherwise, standing between them and the institution.

Educators Must Be Taught

Either amateur or professional gerontologists must infiltrate the schools of education and the departments of psychology and sociology at every hand. Very few teachers or school administrators are ever taught anything about aging as a process which continues beyond adolescence, or the aged as part of our culture. Institutions should offer summer seminars on matters concerning the elderly which would be relative to educators, psychologists and sociologists at the community college and secondary school level.

Again, the most effective way to initiate these kinds of services is for older persons themselves to express their needs and make their demands in an organized way. The political process is readily influenced by organized pressures; the educational establishment and what it does or doesn't do is part of the process.

Community colleges are intended to be "open" institutions, meaning there are few, if any, restrictions on enrollment. Many community colleges literally admit anyone over 18 who applies, regardless of prior educational experience or the lack of it. Community colleges also mount substantial, sometimes elaborate, programs of community services, adult education, community education and other activities designed to meet the loosely defined "educational needs" of people in their localities, including the aged. But strenuous efforts are needed to enroll more of our older population in classes, seminars, workshops and other kinds of learning experiences.

Our institutions can quite readily develop and offer curricula to train paraprofessionals to work with the elderly, as well as programs to upgrade the skills of those already so employed. We can also offer classes and programs designed to equip seniors to cope better with their special problems, the kinds of things Andy Korim of the American Association of Community and Junior Colleges (AACJC) calls "pragmatic living skills." We can also offer introductory and applied courses in gerontology and the aging process to anyone wishing to enroll. At the moment we are involved with AACJC and our state agency in a program directed toward doing these very things. Ours is one of several pilot or exploratory projects under way in various parts of the county.

No Tuition Costs for Elders

At Clackamas, we have long admitted older adults to classes tuition free. Their Gold Cards, issued by local high schools, also admit the bearer free to both high school and college events and programs. They are used rather widely. About six percent of our headcount (approximately 6,000) enroll without tuition by virtue of Gold Cards.

Most of our approximately 350 senior enrollments are in what we call community (adult) education classes, but we also have some 50 who take part in the regular college credit liberal arts and vocational education programs. The aged have definite educational needs: Most community colleges are easily flexible enough to be of help in meeting them. Many want to pursue new or old hobbies and recreational activities; we have at least one 66 year old enrolled full time to prepare himself for paid employment.

Older people's educational needs are as varied as those of the young and middle aged, perhaps more pressing than most people have experienced since early youth. One of our students, a 74-year-old R.N., refuses to retire, is very sensitive about anyone learning her chronological age and has enrolled in gerontology courses and workshops in order to upgrade her skills in working with aged patients.

Others, varying in age from 63 to 84, have enrolled in a course we call "The Aging American," simply to learn more about their own aging process. Still others enroll in economics, speed reading, French, history of Western civilization or other courses across the gamut of our offerings.

The large majority of these older people are interested, attentive students who do not conform to the myths and stereotypes branding older people as slow learners. Significantly, as these seniors enjoy some success in an educational setting, they start inquiring about other classes the college offers. That is not surprising; the same happens with most people, regardless of age.

Younger Students Listen

Older people in classes with mixed age groups often come to be regarded as having contributed more to the class and to their colleagues than other students. They are listened to by others, including the instructors, and they often bring an element of wisdom and insight to class discussions no others can provide. I have observed that this process sometimes continues into the student lounge. You will see youth and age earnestly rapping, with both enjoying themselves and what they are doing.

This leads directly into a final suggestion about education and changing the image of aging. The role and function of the teacher in the educational process might be caricatured in the words, "Teacher knows best." Why not, especially in dealing with the elderly,

Dr. Hakanson jokes with Mrs. Dorothy Lawson McCall, mother of former Oregon Governor Thomas McCall, at recognition day for RSVP participants. Mrs. McCall criticized forced retirement programs, advocated keeping senior citizens in mainstream.

adopt a strategy of teaching that makes all participants "learners," rather than "teacher" and "students"? Perhaps we can then more easily induce our learners not only to part with what they know but also to expand their own horizons and stores of information and skills.

Our class in "Cooking for Two," for example, should begin with a sharing of the experiences and knowledge of class members, including the instructor as just one more person. When rapport has been established, new ideas and concepts, including some basic ideas about nutrition from the instructor, can be introduced. Few questions inspire more confidence in the questioner than the simple, "What do you think of it?"

Successful implementation of this kind of teaching strategy would help bolster and support the self-image of the aging as productive, contributing members of society, a most important aspect of changing the image of aging. The learners' teaching strategy would also begin to impact almost immediately upon the teacher's image of the aged, with ultimately profound impact upon all subsequent contacts with others by these instructors.

Erase Ugly Connotations

Our objective should be to bring about a radical change in the connotations surrounding the words "old man" or "old woman," erasing the present derogatory meanings associated with these words in our culture, substituting instead the feelings of affection and respect for one who has done great deeds and seen great things, as in the African tribal expression for its elders, *"dota"* or *"wu dota."*

To summarize, some practical steps could move us in the direction of our objective:

- Place many elderly people in suitable paid employment in elementary and secondary schools, perhaps usually on a part-time basis.
- Include vocational education for the elderly as an integral part of all manpower training programs.
- Develop strategies for convincing the older population that a college's "open door" policy really does apply to them. The majority's fear of experiencing "failure" instead of a successful educational experience usually dissipates after exposure to structured learning.
- Adopt a strategy of teaching the elderly which eliminates the roles of "teacher" and "students," making all participants "learners."

Education can accomplish much; I believe it will accomplish much on this issue as we are brought to an understanding and acceptance of the task at hand. □

Least Restrictive Alternative Model *

Kenneth R. Blessing, Ph.D.
Administrator
Division for Handicapped Children

A major legislative policy stipulation in Chapter 115 (Chapter 89, Laws of 1973 is Chapter 115 of the State Statutes), reads as follows: "SECTION 1 (4). Preference is to be given, whenever appropriate, to education of the child in classes along with children who do not have exceptional educational needs . . ."

A natural outgrowth of this basic Chapter 115 tenent has been the department's development of rules and guidelines designed to assist special education planners and school system in their efforts to promote a broad range of program/service alternatives for individual exceptional pupils. Our program guidelines related to program types and levels are fundamentally based upon the principle of the *least restrictive alternative* enunciated by the courts in a recent series of litigations. This paper addresses itself to the concept of the least restrictive alternative.

Basically courts have insisted that when a governing organization seeks to restrict a person's fundamental liberty, it must use the least restrictive alternative available. For schools, the least restrictive alternative implies that among all the alternatives for placement within the general educational system, exceptional children should be placed where they can obtain the best education at the least distance away from the mainstream of their peers. Inherent in this concept is the implication that regular education has some appropriate program elements unavailable in special education, hence the need to consider accommodations within the mainstream where feasible. The Department of Public Instruction's support of the concept of the least restrictive alternative was clearly articulated in an article titled "Credo for Mainstreaming" which appeared in the Spring 1972, Vol. 13, No. 3 "*Bureau Memorandum*," p. 1-2, which emphasized the need for inservice procedures and training of regular and special staffs in mainstreaming principles. The imperative need for inservice and training to insure successful implementation of any model of accommodation will not be reiterated but reference to this earlier position statement is suggested.

Special education in the seventies is stressing individualized diagnosis, educational assessment and instructional planning and is also emphasizing the integration of exceptional students through flexibility of placement options in the program delivery system. There is a de-emphasis of the importance placed upon categorization and labels as the rationale for setting educational goals and expectations for individuals or groups of children. However, the department and local school districts are implementing the mandates of Chapter 115 within certain disability and program parameters and restraints established by the legislature and the executive office. While specific disabilities are initially identified through the screening and multidisciplinary team process the emphasis in assessment and instructional planning is on determination of exceptional educational needs, development of an educational prescription related to these needs, and provision of appropriate educational, supportive, and ancillary program offerings through a broad array of special education services. Categorization is also used for administrative purposes of budgeting and differentiation costs of programs/services which require personnel, equipment, facilities, resources, and statistical reporting as required by laws established by the state legislature and the Congress.

Thus, the major emphasis in Chapter 115 is on the design of appropriate individualized plans for identified exceptional children and a broad array of programs, services, and delivery alternatives to meet these identified educational and treatment needs. Under the rubric of mainstreaming, accommodations, or the least restrictive alternative, a number of conceptual or theoretical models have been advocated to enable the provision of a wide variety of services in a number of alternative educational settings. Special educators are familiar with the Willenberg, Deno, Reynolds prototypes. Each of these systems assumes that the greater number of children with mild exceptionality require some accommodation in the mainstream. The more complex the educational problem, the more restrictive the educational environment becomes from a service delivery standpoint.

None of these prototypic models is fully appropriate to the Wisconsin experience and current educational scene. Like most models they are only theoretical prototypes useful in the design and development of individual programs. For example, most cascade or pyramidal models have residential hospital programs designated as the most restrictive alternative based upon the severity and complexity of the small number of exceptional children requiring these 24-hour settings. Yet in Wisconsin, many residential institutions functioning under the normalization principle place some of the most severe cases of exceptionality in community settings with immediate expectancy for public school programming.

Again, the Federal District Court for the Eastern District of Wisconsin has recently upheld the department's definition of "local" programs to include not only the resident school district but programs in adjoining districts, counties, and cooperative educational service agencies (CESA) and the state residential schools as opposed to an "immediate accessibility" concept. All of these programs and service systems are feasible within the public school network and receive financial support from state/local public school auspices. Thus, it is not anticipated that every school district will establish a

*Reprinted from Bureau Memorandum, Vol. 17,#1 (Madison, WI: Division for Handicapped Children, Department of Public Instruction, Fall, 1975) p.14.

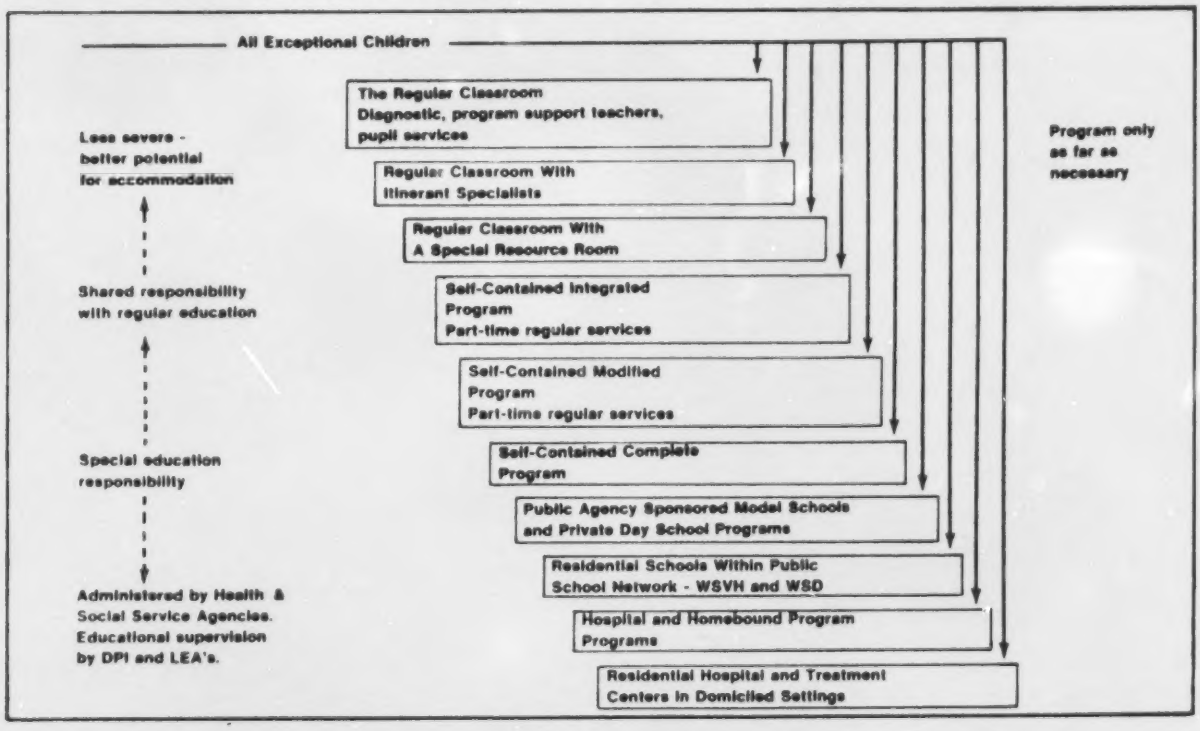
program for low incidence exceptional educational needs. They are, however, expected to facilitate the provision of "local" services through some public school administrative delivery system in most instances. When all equivalent public school options are considered and exhausted, school districts may then consider, upon state superintendent approval, other public agency or contractual relationships with private, nonsectarian special education services pursuant to Wis. Stats. section 115.85 (2) (b) (c) (d).

For these reasons, the department has developed its own *tentative* model for program types and levels encompassing some of the elements of the cascade and pyramid systems but revised in the light of the Wisconsin experience with exceptional children. This conceptual model should be tested and evaluated as a standard for devising a total program within a district, group of districts, county handicapped childrens education board (CHCEB), or CESA. It represents another step in a conscious planning effort to move to "the least restrictive alternative" approach to programming for exceptional children. It should be kept in mind that the steps indicated in the model represent program accountability terms and are not necessarily totally descriptive of the particular type of educational service being provided to a particular child placed within any one of the alternatives.

The service model is based upon the varying program types considered within the guidelines. Like most models it calls for implementation of various new educational alternatives and options in addition to more traditional separate special schools and special classes. It presents a continuous series of less restrictive alternatives which permit the placement and transference of exceptional students in either direction away from or back towards the regular program. It should further be understood that at a particular time in a child's life, dependent upon his specific exceptional needs, he may be placed directly within or provided any one or more of the model's component elements without necessarily progressing through any of the other program/service options. For example, a severely retarded child may be placed directly in a self-contained complete program yet receive the additional services of an itinerant language clinician and a physical therapist if these service needs have been determined by the multidisciplinary team.

One precautionary statement is needed. The least restrictive alternative concept is based upon designated individual program/service needs rather than fiscal economies or available physical facilities. Because caseloads of itinerant specialists may be somewhat larger in number than enrollments in resource rooms or in the various self-contained elements of the model does not imply departmental encouragement for over-utilization of the itinerant approach as a panacea for reducing programming costs. Program placement and service delivery should be based upon an individual instructional plan which recognizes that alternative services should match identified needs. What is implied is the need for a balanced continuum of program/service options within the total delivery system.

Districts, counties, and CESA's may use this model as a standard for conceptualizing and designing a total program tailored to the individual needs of each Wisconsin school district.


All Exceptional Children
The Regular Classroom
Diagnostic, program support teachers, pupil services
Regular Classroom With Itinerant Specialists
Regular Classroom With A Special Resource Room
Self-Contained Integrated Program
Part-time regular services
Self-Contained Modified Program
Part-time regular services
Self-Contained Complete Program
Public Agency Sponsored Model Schools and Private Day School Programs
Residential Schools Within Public School Network - WSVH and WSD
Hospital and Homebound Program Programs
Residential Hospital and Treatment Centers in Domiciled Settings
Less severe - better potential for accommodation
Shared responsibility with regular education
Special education responsibility
Administered by Health & Social Service Agencies. Educational supervision by DPI and LEA's.
Program only as far as necessary

D-6. Policies and Procedures for Selection of Instructional Materials

The following statement of policy-making with regard to instructional materials selection for the school library media center is offered as a guide for the formulation of a policy. It is believed that such a policy should be formally adopted by each school district as a basis for consistent excellence in choice of materials and as a document that can be presented to parents and other citizens for their further understanding of the purposes and standards of selection of these materials.

Patterns of Policy Making

The governing body of a school is legally responsible for all matters relating to the operation of that school. It is recommended that assumption of responsibility and the delegation of the authority for the selection of instructional materials should be adopted by the legally responsible body and then stated in a formal policy to the professionally trained personnel employed by the school.

Selection of Personnel

The responsibility for coordination of the selection of instructional materials for the school library media center should rest with the professionally trained media personnel. Administration, faculty, students and parents should be involved in the selection process. Final decision on purchases should rest with the professional personnel in accordance with the formally adopted policy.

Types of Materials Covered

Criteria for evaluation and selection of all types of instructional materials should be established. Such criteria should be available in written form.

Criteria of Selection

The primary objective of a school library is to implement, enrich and support the educational program of the school. Criteria for instructional materials selection should implement this basic objective.

Criteria for the selection of all instructional materials are both general, as found in the professional literature, and specific in terms of the needs of each school community.

General criteria are stated in terms of significant descriptors of the subject; integrity of treatment; and quality of the medium-style, clarity, originality, etc.

Specific criteria are determined by a study of the characteristics of the school's instructional program and the needs of students as affected by the community, as follows:

Needs of the individual school program
a. Based on knowledge of the curriculum
b. Based on requests from administrators and teachers

Approved by the Board of Directors of the American Assn. of School Librarians at the American Library Association, Midwinter Conference held in Chicago in 1970. Reprinted by permission of The American Assn. of School Librarians.

Needs of the individual student
a. Based on knowledge of children and youth
b. Based on requests by parents and students

Needs from these several sources will require a wide range of instructional materials for an acceptance level of quality, on all levels of difficulty, and with a diversity of appeal; and the presentation of different points of view - ethnic, religious, political and cultural.

Selection of Tools

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Challenged Materials

A procedure should be established for consideration of an action on criticism of materials by individual or groups. An example of such a procedure is included in the sample statement of policy included in this publication. The American Association of School Librarians endorsed the School Library Bill of Rights for School Library Media Programs basic to this procedure at the Atlantic City Conference, 1969.

School Library Bill of Rights for School Library Media Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethnical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Policies for Selection of Instructional Materials

I. Objectives of Selection

The primary objective of the school's educational media center is to implement, enrich and support the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Board of Education of _____ reaffirms the objectives of the Standards for School Media Programs, prepared jointly in 1969 by the American Association of School Librarians and the Department of Audiovisual Instruction, and asserts that the responsibility of the library media center is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethnical standards

To provide a background of information which will enable pupils to make intelligent judgments in their daily life

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

II. Responsibility for Selection of Materials

The _____ Board of Education is legally responsible for all matters relating to the operation of _____ schools.

The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials involves many people; principals, teachers, supervisors and media specialists. The responsibility for coordinating the selection of instructional materials and the making of recommendations for purchase rests with the professionally trained media personnel.

III. Criteria for Selection of Instructional Materials

Needs of the individual school based on knowledge of the curriculum and of the existing collection are given first consideration.

Materials for purchase are considered on the basis of:

overall purpose
timeliness or permanence
importance of the subject matter
quality of the writing/production
readability and popular appeal
authoritativeness
reputation of the publisher/producer
reputation and significance of the author/artist/composer/producer, etc.
format and price

Requests from faculty and students are given consideration.

IV. Procedures for Selection

In selecting materials for purchase, the media specialist evaluates the existing collection and consults:

reputable, unbiased, professionally prepared selection aids;
specialists from all departments and/or all grade levels;
the media committee appointed by the principal to serve in an advisory capacity in the selection of materials.

In specific areas the media specialist follows these procedures:

Gift materials are judged by basic selection standards, and are accepted or rejected by these standards.
Multiple items of outstanding and much in demand media are purchased as needed.
Worn or missing standard items are replaced periodically.
Out-of-date or no longer useful materials are withdrawn from the collection.
Sets of materials and materials acquired by subscription are examined carefully, and are purchased only to fill a definite need.
Salesmen must have permission from the superintendent's office before going into any of the schools.

V. Challenged Materials

Occasional objections to a selection will be made by the public, despite the care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials.

The principles of the freedom to read and of the professional responsibility of the staff must be defended, rather than the materials.

A file is kept on materials likely to be questioned or considered controversial.

If a complaint is made, the procedures are as follows:

1. Be courteous, but make no commitments.

2. Invite the complainant to file his objections in writing and offer to send him a prepared questionnaire such as the one prepared by the National Council of Teachers of English, so he may submit a formal complaint to the media committee.

3. Temporarily withdraw the material pending a decision of the media committee.

4. Inform the superintendent and the media supervisor.

5. The media committee will

   a. Read and examine materials referred to it.

   b. Check general acceptance of the materials by reading reviews.

   c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages pulled out of context.

   d. Meet to discuss the material and to prepare a report on it.

   e. File a copy of the report in the school and administrative offices.

APPENDIX D, KIT 4, IMPLEMENTATION

D-7. What Can You Do About Biased Textbooks? *

Changing Stereotyped Textbooks and Their Impact

Individual awareness of racism and sexism in textbooks and instructional materials is an important first step in changing biased materials and their impact on all of us. Each of us has a responsibility for using our awareness to bring about some changes and support others who are working in this area. The following represents a checklist of the things that students, teachers, administrators, parents and community groups can do to "act" on their awareness.

Students

- Look for and learn to recognize bias that may be found in textbooks, library books, television programs, magazines, etc.
- Ask your librarians to help you identify non-racist, non-sexist books. Select books that help you understand people in other cultures or situations than your own.
- Point out bias in materials when you recognize it in materials you are using in school.
- Do a study of your textbooks. Ask your teacher if you can do this with other students as a project or as part of your own school work.
- Write letters to people who can help you learn more about bias in textbooks.
- Write letters to publishers and let them know when you have found bias in textbooks.
- Rewrite stories or textbooks to show how they might have been written to avoid bias or from another person's point of view.

*Reprinted by permission of The Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1156 15th Street, N.W., Washington, D.C. 20005.

Teachers

In the Classroom

- "Level" with the students in your classroom. Point out racist or sexist bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.
- Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.
- Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.
- Identify or develop supplementary materials which can help "correct" some of the bias of available materials.
- Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.
- Assign student papers, themes, term papers, or other activities on topics or persons not usually covered in textbooks or materials.
- When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.
- Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.
- Ask students to rewrite materials or write their own materials on subjects omitted from the textbook or write the material from other person's point of view.
- Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.
- Develop a classroom collection of non-racist, non-sexist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

Teacher Groups

- Form a committee to investigate the process of textbook selection. Where local or state groups or officials have responsibility for buying books, meet with them to learn their criteria for selection and procedures for identifying supplementary materials. Let them know your needs and sensitize them to sources of racism and sexism.
- Request and use funds available for instructional materials in building supplementary materials resources for your classrooms/schools.

- Develop a plan and organize in-service training sessions on biased textbooks and instructional materials. Several sessions should be included to deal with identifying racism and sexism, methods of analyzing materials, developing supplementary materials, and classroom activities for identifying bias.

- Meet with school librarians and ask them to assist teachers in the identification of non-racist, non-sexist, multi-ethnic books and materials. Urge them to order and provide resources for supplementary materials.

- Conduct a study and periodic review of the bias found in the textbooks and materials used in your classrooms/schools.

- Call on district or state curriculum development specialists to provide guidelines, materials, training, and other resources related to non-racist, non-sexist books and materials.

- Include provisions for in-service training and funds for supplementary materials in collective bargaining or teacher negotiations.

- Organize a central file in your school or district of supplementary materials, curriculum outlines, or other resources you have used for identifying bias and supplementing the curriculum.

- Develop a list of local resource persons, materials and other resources for use in the classroom.

- Identify non-traditional publishing firms, alternative presses, and other groups developing materials in this area. Make sure that information about these groups is distributed to all teachers.

- Publicize studies, workshops, and other efforts to improve materials or reduce the impact of biased materials.

Administrators

- Develop a policy statement outlining your concern about the elimination of racist and sexist stereotypes in textbooks and library books.

- Appoint a task force to investigate the problem in your community and make recommendations for action.

- Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.

- Earmark a proportion of funds to be used for the purchase of non-racist, non-sexist supplementary materials.

- Develop and implement a plan for in-service training of all personnel who select, purchase, recommend or use textbooks or other instructional materials.

- Direct supervisors and curriculum developers to develop resources and materials for assisting classroom teachers in reducing the impact of biased materials.

- Call on state departments of education, teacher training institutions and professional associations to provide materials, workshops and technical assistance.

- Interpret the problems of biased textbooks and materials to parents, community groups, and policy making boards. Let them know of your concerns and how they may assist in solving the problem.

Parents and Community Groups

- Read the textbooks and materials that your children are using and identify sources of bias where they exist.

- Meet with your children's teachers and principals. Learn how the problem is being handled in your school.

- Work with other parents or groups to raise their awareness of the problem of biased materials.

- Meet with school board members to outline your concerns. Support expenditures for supplementary materials and in-service training for school personnel.

- Sponsor a community workshop on bias in textbooks and instructional materials. Include information that will assist parents in pointing out stereotypes in television, magazines, and other materials found in the home.

- Organize a study of the bias of textbooks used in your community schools. Publicize the results and make recommendations for change.

- Establish a special collection of books in the school or public library which features non-racist, non-sexist, and multi-ethnic books.

- Identify how textbooks are selected in your community. Write to and/or meet with persons responsible for textbook selection at local and state levels to voice your concerns, urging purchase of quality materials and inclusion of supplementary materials.

- Write to textbook publishers and indicate your dissatisfaction with biased materials. Support examples of non-racist, non-sexist books that have been developed.

- Recognize the efforts of teachers and administrators who are taking positive actions to deal with the problem.

- Organize a task force or speakers bureau to meet with other groups to extend their understanding of the problem and actions that may be taken.

D-8. PROPOSED ADMINISTRATIVE PROCEDURES FOR MATERIALS SELECTION *

Cedar Rapids Public Schools
Cedar Rapids, Iowa

I. THE BOARD OF EDUCATION DELEGATES TO THE PROFESSIONAL PERSONNEL AUTHORITY FOR SELECTION OF LEARNING RESOURCES. All types of materials for school libraries shall be recommended for purchase by the professional personnel of libraries. Consultation may take place with the administration, consultative staff, faculty, and students. Authority for the selection of instructional material is similarly delegated.

II. ALL MATERIALS SELECTED SHALL SUPPORT STATED OBJECTIVES OF SCHOOL LIBRARY SERVICE.

These objectives of school library and media support service are:

A. To acquire materials and provide service consistent with the demands of the curriculum;
B. To develop in students skills and resourcefulness in the use of libraries and learning resources;
C. To effectively guide and counsel students in the selection and use of materials and libraries;
D. To foster in students a wide range of significant interests;
E. To provide opportunities for aesthetic experiences and development of appreciation of the fine arts;
F. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
G. To encourage life-long education through the use of the library;
H. To work cooperatively and constructively with the instructional and administrative staffs in the school.

III. ALL MATERIALS SELECTED SHALL BE CONSISTENT WITH STATED PRINCIPLES OF SELECTION.

These principles are:

A. To select material, within established standards, which will meet needs and find use;
B. To consider the educational characteristics of the school community in the selection of materials within a given category;
C. To present the sexual, racial, religious, and ethnic groups in our community and our society in such a way as to build positive images, with mutual understanding and respect;
    1. Portray people, both men and women, adults and children, whatever their ethnic, religious, or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive;
    2. Place no constraints on individual aspirations and opportunity;

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3. Give comprehensive, accurate, and balanced representation to minority groups and women--in art and science, history and literature and in all other fields of life and culture;
4. Provide abundant recognition of minority groups and women by showing them frequently in positions of leadership and centrality.

D. To intelligently, quickly and effectively anticipate and meet needs through awareness of subjects of local, national, and international interest and significance;

E. To strive for impartiality in all aspects of the selection process.

IV. ALL MATERIALS SELECTED SHALL MEET STATED SPECIFIC SELECTION CRITERIA. These criteria are:

A. Authority - authors' qualifications - education, position, professional organizations, experience, previously published works;

B. Scope of the material;

C. Reliability;

1. Accuracy
   a. Expose and discredit "myths" which have misrepresented minority groups and women or have served to inaccurately explain any aspect of social development in the United States;
   b. Portray historical "heroes" on the basis of historical accuracy and/or openly admitted value judgments, rather than on the basis of myth or subtle value judgments;
   c. Correct historical interpretations of the past which did not explicitly and thoroughly discuss the extent to which United States growth and development was inconsistent with values considered by many to be basic to the American political system;
2. Recency
   a. Present content which is consistent with the findings of recent and authoritative research concerning minority groups and women in our culture;
   b. Areas in which recent and current developments are important shall be represented by up-to-date material.

D. Treatment of material;

1. Purpose
2. Evidence of theoretical, sexual, racial, religious, or ethnic bias or prejudice
   a. Does not describe the same behavior or characteristics differently depending on the sex or other group identification of the person concerned;
   b. Does not assign stereotyped roles to men and women;

c. Does not omit reference to participation by women or minorities in historical events or to the impact of these events upon them;
d. Does not give a condescending estimate of a foreign people when discussing other nations;
e. Does not give a condescending estimate of the poor or more recently arrived immigrant groups in the United States;
f. Does not treat the statement or act of an individual as representative of the entire group to which he belongs;

3. Level - scholarly, technical, general

E. Language;
1. Vocabulary
a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
b. Does not use "man" or similar limiting word usages in generalizations or ambiguities which may cause women to feel excluded or dehumanized.
2. Sentence length, structure
3. Use of language in an aesthetic manner while presenting information

F. Subject interest;

G. Format;
1. Book
a. Adequate and accurate index
b. Paper of good quality and color
c. Print adequate and well spaced
d. Adequate margins
e. Firmly bound
f. Cost
2. Non-Book
a. Flexibility, adaptability
b. Curricular orientation or of significant interest to students
c. Appropriate for audience
d. Accurate authoritative presentation
e. Good production qualities (fidelity, aesthetically adequate)
f. Durability
g. Cost
3. Illustrations of book and non-book materials should:
a. Depict instances of fully integrated (including men and women) groupings and settings to indicate equal status and non-segregated social relationships;
b. Make clearly apparent the identity of minority individuals;
c. Contain pertinent and effective illustrations;

H. Special Features:
   1. Bibliographies
   2. Experiments, projects
   3. Glossary
   4. Charts, maps, etc.

I. Potential use:
   1. Will it meet the requirements of reference work?
   2. Will it help students with personal problems and adjustments?
   3. Will it serve as a source of information for teachers and librarians?
   4. Does it offer understanding of cultures other than the student's own and is it free of racial, religious, ethnic, and sexual stereotypes?
   5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
   6. Will it help students and teachers keep abreast of and understand current events?
   7. Will it foster and develop hobbies and special interests?
   8. Will it help develop aesthetic tastes and appreciation?
   9. Will it serve the needs of students with special problems?
   10. Does it have inspirational value?

V. GIFTS TO THE LIBRARY MAY BE ACCEPTED ONLY WITH THE UNDERSTANDING THAT THE DISPOSITION OF SUCH GIFTS BECOMES THE PREROGATIVE OF THE BOARD OF EDUCATION. Disposition will be made consistent with the objectives of the school, the best interests of the school community, and the principles and standards by the library for its collection.

VI. IN ORDER TO ALWAYS PROVIDE A CURRENT, HIGHLY USABLE COLLECTION OF MATERIALS IN EVERY LIBRARY, LIBRARIANS SHALL PROVIDE FOR CONSTANT AND CONTINUING RENEWAL OF THE COLLECTION, NOT ONLY BY THE ADDITION OF UP-TO-DATE MATERIALS, BUT BY THE JUDICIOUS ELIMINATION OF MATERIALS WHICH NO LONGER MEET NEEDS OR FIND USE.
The process of weeding will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

VII. A PROCEDURE FOR PROCESSING AND RESPONDING TO CRITICISM OF APPROVED MATERIAL SHALL BE ESTABLISHED AND FOLLOWED. This procedure shall include a formal signed complaint of standard format and an appointed committee to re-evaluate the material in question. In order to effectively safeguard the opinions of those persons in the school community not directly involved with the selection process, including school personnel, and to avoid the possibility of a biased or prejudicial attitude consistently influencing selection, the following procedure will be followed in making known a criticism:

A. Citizens of the school community may register criticism of material with the building librarian or building principal, where they may obtain the "Request for Reconsideration of Library or Instructional Materials" form.
   1. All criticism shall be in writing (the "Request for Reconsideration" form). The complaint must be specific as to author, title, publisher and, when relevant, page numbers of items to which objection is being made.
   2. The statement shall be signed and identification given which will allow a proper reply to be made and filed with the office of the Director of Media and Materials at the Educational Service Center, 346 Second Avenue S.W.

B. Following the filing of a complaint, the Director of Media and Materials shall bring the material in question to the PTSA reconsideration Committee for re-evaluation. This committee shall recommend disposition to the Office of the Superintendent. The committee shall consist of:
   1. One or two teachers from the appropriate grade level and subject area;
   2. A school librarian;
   3. The Director of Media and Materials;
   4. Five members of the PTSA;
   5. Three senior high school students;
   6. Any other persons who might bring particular knowledge and competencies to bear on the specific complaint;

C. Virtually all material that is challenged belongs to one of five basic categories: Religion, Racism, Sexism, Ideology, Profanity and/or Obscenity. Policy regarding these areas is given below:
   1. Religion - Factual, unbiased material which represents all major religions shall be included in the library collections. Apologetic literature will not be favorably reviewed.
   2. Racism - Factual materials should present a diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage, and give candid treatment to unresolved intercultural problems in the United States, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect from any individual.
   3. Sexism - Factual materials should reflect a sensitivity to the needs and rights of men and women without preference or bias. All materials should respect the claim of each person to all traits we regard as human, not assign them arbitrarily according to preconceived notions of sex roles.

4. Ideologies - The libraries shall, with no thought toward swaying reader judgment, make available basic primary and factual material and information on the level of their reading public, on any ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, or any other phase of life.
5. Profanity and Obscenity - Materials containing profanity shall be subjected to a test of literary merit and reality by the library and teachers who will take into consideration their reading public and community standards of morality. Material containing obscenity will not be favorably reviewed.
6. In all cases, the decisions shall be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the book (or other material) has literary or social value. Factual material (in all areas) shall be included in the library collection.

C. Circulation of challenged material shall not be restricted during reconsideration proceedings.

We are indebted to the following sources for information and criteria in the area of stereotyping:

1. NEA Guidelines for Treatment of Minorities and Women in Curriculum and Instructional Materials

2. Women on Words and Images
Princeton, New Jersey

3. Sexism in Education by Emma Willard
Task Force on Education
University Station
Minneapolis, Minnesota 55414

APPENDIX D, KIT 4, EVALUATION AND RECYCLING PHASE

D-9. Evaluation Instrument *

This instrument may be used to evaluate instrumentation plans:

Scoring	Interpretation
DNA	DNA means, literally, "data not available." Figuratively speaking, it may be used to signify that the criterion item does not apply, and/or it is not possible to determine with certainty if the criterion exists and to what degree.
0	Element or criterion ignored, omitted, or so inadequate as to be of little or no value.
1	Element or criterion present or indicated, but poorly developed and/or of extremely limited value.
2	Element or criterion present but inadequately developed and/or of limited value.
3	Element or criterion present and fairly adequately developed for the purposes indicated.
4	Element or criterion present, in highly developed form, and of considerable value in facilitating.
5	Outstanding and worthy of special commendation for its excellence.

A DNA category is included. DNAs are eliminated from consideration in computation of an "effectiveness percentage" and hence are not treated as zeros. This category should be used sparingly and only when confusion is very evident. The score deserved is attached to each criterion in the instrument. The sum of the item scores yields a total raw score. This score is divided by a perfect score and then multiplied by 100 to obtain the "effectiveness percentage." This should be followed by identification for the "strengths" (those items receiving a score of three, four, or five), "weaknesses" (those items scoring one or two), and finally, "serious problems" or "omissions" (those items scoring zero or where a DNA had to be inserted). The judgments and decisions on the implementation of the programs are based on these factors.

Criterion Statements	Score
A. Subsystem 1. Production of meaningful and measurable objectives	
1. Performance objectives are identified in terms of instructional outcomes for the clientele served by the institution.	____
2. Performance objectives are identified in terms of instruction support outcomes for all dimensions of the instruction.	____

*Adapted from the Stephen J. Knezevich PPBS Implementation Evaluation Instrument. Stephen J. Knezevich, Program Budgeting (Berkeley: McCutchan Publishing Co., 1973) pp. 242-245. Reprinted by permission of the publisher.

Criterion Statements	Score
3. Performance objectives are identified to sustain operations for the educational institution at the present level.	____
4. Performance objectives are identified for introducing meaningful change within the institution.	____
5. Both long- and short-range ramifications of objectives are evident.	____
6. Objectives for all dimensions of the institution are defined with the clarity needed to direct action.	____
7. Outcome statements are evident in the formal program document.	____
Subtotals for 1-7 (subsystem 1 score)	
B. Subsystem 2. Design for a programmatic format	
8. Activities and resources related to each instructional outcome are organized into programs.	____
9. Activities and resources consumed for instructional support services are organized into programs with objectives written in clear and measurable terms.	____
10. Activities and resources necessary to keep the system operating at present levels are organized around programs related to clearly written and measurable terms.	____
11. Activities and resources needed to move to new and higher levels of effectiveness are clustered around outcomes to form programs.	____
12. Long- as well as short-range programs are identified.	____
Subtotals for 8-12 (subsystem 2 score)	
C. Subsystem 3. Identification of alternatives	
13. There is evidence that two or more alternatives have been identified for each program.	____
14. There is evidence that the alternatives identified are realistic and feasible options or strategies for attaining the objectives.	____
15. There is evidence that the procedures for identifying or generating alternatives involve widespread participation of those with expertise in or who are affected by program decisions.	____

Criterion Statements	Score
16. There is evidence that ample resources in terms of staff and money are available to search for and clarify alternatives for each program area.	____
Subtotals for 13-16 (subsystem 3 score)	

D. Subsystem 4. Development of resource-accounting subsystem

17. There is evidence that resource utilization patterns for each alternative have been carefully and accurately identified.	____
18. There is evidence that resource utilization patterns for each alternative are organized in terms of long- as well as short-range implications.	____

Scoring analysis

A. Effectiveness percentage = $\frac{\text{total score}}{90} \times 100 =$

$= \frac{\text{total score}}{(18 - \text{DNAs}) \times 5} \times 100 =$

B. Strengths (items scoring 3, 4, or 5) _____

C. Weaknesses (items scoring 1 or 2) _____

D. Serious problems or omissions _____

APPENDIX E - BACKGROUND MATERIALS ON STEREOTYPING

E-1. "Fact Sheets - Education," from the Council on Interracial Books for Children

E-2. "Myths About Welfare in Wisconsin," from the Wisconsin Councilor of the Wisconsin Council of Churches

E-3. "Stereotyping the Elderly," by Alfred Hirsch

E-4. "Review of Authoritative Opinion and Related Research," from A Survey of Attitudes Toward Disabled Persons Exhibited by a Group of Milwaukee Area Technical College Students and Faculty Members, by Genevieve Reynolds

E-5. Excerpts from "Language and Social Problems," by Murray Edelman

E-6. "Today's Older Person: The New Generation," by Robert N. Butler, M.D.

E-7. "Stereotyping of the Elderly," by Vivian Wood

E-8. "Understanding the Indian Child," from the Handbook for Indian Education

E-9. "Orientals and Orientation," by Seymour Fersh

E-10. "Black Children and Reading: What Teachers Need to Know," by Kenneth R. Johnson and Herbert D. Simons

APPENDIX E, BACKGROUND MATERIALS ON STEREOTYPING

E-1. Fact Sheets - Education *

COLLEGE

In 1973—Blacks enrolled in colleges and universities *decreased* from 8.7 to 7.8% of first year students. Total minorities dropped from 14.8 to 13% in that class.
In 1973—Students from families with incomes less than $6000 were down to 11.1% of first year class. In 1972 they were 14.1%. Students from families with incomes over $30,000 were 11.2% of first year class. In 1972 they were 9.1%.

American Council on Education, 1974

90% of Native American college students drop out of school.

Integrated Educ., RACE & SCHOOLS, May-June/72

In 1974 for ages 18-28 years—enrolled in college: (full & part-time)
18% of Blacks compared to 25% of whites.

Census Bureau, July/1975

At the graduate level, minorities constitute 7.3% of students.

Health, Education and Welfare, Oct/1971

The Dept. of Justice charged that Mississippi's 25 state colleges and universities are illegally segregated.

N.Y. TIMES, 1/21/75

LAW SCHOOLS

At 17 major Southern law schools, there were less than 200 Black first year students in 1972. The minority dropout rate from law schools is twice that of whites.

Law Students' Civil Rights Research Council, 1972

In 1973, only 7% of law students were non-white.

GUILD PRACTITIONER, Spring/74

ENGINEERS

There is only one Black student to approximately 140 white students in the senior classes of the predominantly-white engineering colleges of the United States.

Integrated Educ., RACE & SCHOOLS, Oct/70

ARCHITECTS

From 1 to 2% of all architects belong to minority groups. The percentage of those being trained stands at about 4%.

N.Y. AMSTERDAM NEWS, 12/31/72

MEDICAL

First-year enrollments in medical schools for 1972-73 were:

Black American	957	or	7.1% of total enrollment
American Indian	34		.3%
Mexican American	137		1.0%
Puerto Rican (Mainland)	44		.3%
Asian American	231		2.7%

Association of American Medical Colleges, 1973

TEACHERS

A National Education Association survey found that more than 30,000 teaching jobs for Blacks had been eliminated in 17 Southern and border states through desegregation and discrimination since 1954.

EBONY, Jan/73

EDUCATION BUDGETS

In the central cities of 37 metropolitan areas in 1970, 36% of total local expenditures went to education. In suburbs, it was 56%.

U.S. Commission on Civil Rights, May/73

*One of the many materials available from the Racism and Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023. Send for free catalog. Reprinted by permission of the Council on Interracial Books for Children.

SCHOOL BOARDS

In 1973 non-whites were about 1.5% of all elected school board members. Non-white students were almost 22% of all students.

National Education Association, 1974

In 1974 in the 11 southern states 325 out of 17,500 school board members were Black

Voter Education Project, 1974

PROFESSIONAL STAFFS AND SCHOOL BOARDS

Based on 1970 Census

City	*% Minority Students*	*% Minority Teachers*	*Race of Superintendent*	*School Board White*	*School Board Other*
Atlanta	82.5%	59.6%	Black	4	5
Berkeley	74	31.7	Black	3	3
Boston	38	6	white	5	0
Chicago	69.3	36.4	white	7	4
Dayton	45	31.7	white	6	1
Detroit	71.5	42.4	white	4	9
El Paso	64	23.7	white	5	2
Harrisburg	65.4	22	Black	9	0
Los Angeles	50.9	22.3	white	6	1
Minneapolis	12.7	5.8	white	7	1
Newark	88	36.7	Black	4	5
New Orleans	77.2	56.8	white	4	1
New York	63	8.5	white	180	99
Oakland	71.9	29.1	white	5	2
Philadelphia	65.9	32.2	white	6	3
Phoenix	25.7	14.7	white	5	0
San Antonio	80	27.5	white	3	4
Trenton	79	29.3	white	6	3
Wilmington	88	57.9	Black	3	4

MINORITIES IN POLICY-MAKING POSITIONS IN PUBLIC EDUCATION, Nov/74

In Denver, Chicanos are 25% of students, but 2.3% of teachers.
600 of Colorado's 27,000 public school teachers are Chicanos.

N.Y. TIMES, 7/2/75

In 1972-73, out of 199 Bureau of Indian Affairs schools, only 13 were operated by the Indian communities they serve.

U.S. Dept of Interior, 1973

In 5 southwestern states, Mexican Americans constitute:

17% of all pupils
3% of all principals
4% of all teachers
28.2% of all custodians
5.6% of all students entering college

U.S. Commission on Civil Rights, April/1971

Ratio of PRINCIPALS TO STUDENTS—New York City for 1972-73

Black Principals to Black Students	1: 2,992
Spanish-Surnamed Principals to Spanish-Surnamed students	1:15,169
White Principals to white students	1: 509

Ratio of TEACHERS TO STUDENTS—New York City for 1972-73

Black teachers to Black students	1: 84
Spanish-surnamed Principals to Spanish-surnamed students	1:262
White teachers to white students	1: 8

Metropolitan Applied Research Council, Jan 1971

For students with behavioral problems, San Francisco has introduced a Guidance Service Center. 101 students attend the center. 96 are Black. The staff is all white.

RACE RELATIONS REPORTER, May/73

PUERTO RICANS **86% of the Puerto Rican students in New York City are below normal reading levels.**

In New York City, where Puerto Ricans number about 1/4 of all pupils, only 4,418 of 105,000 non-English-speaking students of Spanish background had any kind of bilingual instruction in the last year of school. A fivefold increase in bilingual classroom teachers, from about 800 at present to 4,200 is needed to give these students help.

The Puerto Rican children in New York City's schools have the system's worst dropout rate—57%, compared with 46% for Blacks and 29% for others.

N.Y. TIMES, 5/7/72

In Boston, studies show between 31% and 42% of Puerto Rican children are out of school.

RACE RELATIONS REPORTER, May/73

In Newark, N.J., the high school dropout rate for Puerto Ricans is 42%.

N.Y. TIMES, Sept/74

MEXICAN AMERICANS

While nearly 86% of Anglo students are still in school by the 12th grade, the number of Mexican Americans has dropped to 60.3% and the number of Blacks to 66.8%.

51% of Mexican Americans and 56% of Black pupils in the 4th grade are reading below grade level, compared with 26% of Anglo students. By the 8th grade, it is 64% for Mexican Americans and 58% for Blacks. By the 12th grade, despite the fact that many of the poorest achievers have left school, 63% of the Mexican Americans and 70% of the Blacks are below grade level; for whites, the number is 34%.

U.S. Commission on Civil Rights, Oct/71

While an estimated 4,000 persons in the southwest identify Spanish as their mother tongue, only 25% of the elementary and 11% of the secondary schools send notices in Spanish to Spanish-speaking parents.

While 47% of all Mexican American first-graders in the southwest don't speak English as well as the average first-grader, many educators forbid the use of the child's native language for his instruction. Students have reported being hit, slapped and beaten in the face for speaking Spanish in their schools.

91.7% of the elementary schools in the southwest, and 98.5% of its secondary schools, do not use Spanish as well as English in conducting PTA meetings.

Although 17% of the student population in the southwest is Mexican American, only 6.5% of the schools offer bilingual programs and only 2.7% of the pupils are enrolled in these classes. Arizona, Colorado and New Mexico have less than 1% of their pupils enrolled in such classes.

U.S. Commission on Civil Rights, May/72

The dropout rate for Mexican Americans in the Southwest is 40%, compared to 10% for whites.

N.Y. TIMES, 7/2/75

INDIANS

For Indian students, dropout rates are twice the national average.
Achievement levels are far below those of whites. 18% of the students in federal Indian schools go to college and only 3% graduate, whereas 50% of the nation's high school graduates attend college and 32% graduate.

MILWAUKEE JOURNAL, 3/4/73

BLACKS

In San Francisco, Blacks in 6th grade are over 2-½ years behind the district norm. Reading scores in Boston's Black schools were the poorest.

RACE RELATIONS REPORTER, May/73

EMR CLASSES

In 505 school districts in Alabama, Georgia, South Carolina, Mississippi and Arkansas, which had classes for those labelled EMR (educable mentally retarded), over 80% of students were Black, though less than 40% of total district enrollment was Black. (This type of ratio is common throughout the country. . . . Foundation for Change)

CHILDREN OUT OF SCHOOL IN AMERICA, 1974

COLLEGE FACULTY

In 1969, whites made up 96.3% of all 4-year and 2-year college faculties; Blacks were 2.2%, and other minorities, 1.6%.

Statistical Abstract of the U.S., 1972

N.Y. STATE

Of 9,400 faculty members at the State University of New York, only 32 were Puerto Ricans, and of 3,056 in the school's administration, only a handful were Puerto Ricans.

N.Y. TIMES, 2/15/72

SOUTHWEST

There are 20 white students to every white faculty member. For Mexican Americans, the student-to-faculty ratio is 100 to one. 6,000 more Chicano faculty members would have to be hired to attain the same ratio enjoyed by whites.

N.Y. TIMES, 9/24/72

N.Y. CITY

At Bronx Community College, 8 1/2% of the instructional personnel are non-white, while 61% of the custodians are non-white. At Brooklyn College, 7% of the instructional staff are non-white, while 63% of the custodians are non-white.

N.Y. AMSTERDAM NEWS, 3/25/72

MINORITY PROFILE

NATIONALLY 1974 — **WHO GRADUATES HIGH SCHOOL?**

65% of Blacks are high school graduates;
90% of whites are graduates;
27% of Chicanos graduate;
26% of Puerto Ricans graduate from high school

NATIONALLY 1972 — **WHO GOES TO SEGREGATED SCHOOLS?**

45% of Black students are still in schools over 80% Black.
11% of Black students are still in 100% segregated schools.

NATIONALLY 1970 — **WHO DROPS OUT OF HIGH SCHOOL?**

22% of Blacks are dropouts at 16 years of age;
12% of whites are dropouts at the same age.
item. In the Boston public schools, 90% of Puerto Rican junior high school students drop out. In New York City, Puerto Ricans have the highest dropout rate of all groups. Chicanos drop out at a rate 3 times that of Anglos. Half of all Indian youths never get beyond 8th grade.

National Education Association, 1974

11 southern states 1973 — **WHO GETS EXPELLED OR SUSPENDED?**

Almost 1/3 of all enrolled pupils are Black, but
2-1/2 times as many Black pupils are suspended as are white pupils;
2-1/2 to 3 times as many Black pupils are expelled as are white pupils.

Southern Regional Council, 1974

SUSPENSIONS

City	*% Minority Students*	*% Minority Suspensions*
New York	64.4%	85.9%
Houston	56.4	71
Cleveland	59.9	70.8
Memphis	58	70.2
Dallas	49.4	68.5

At secondary school level, nation-wide, white suspensions are 4.1%, Black 12.8%, Puerto Rican 9.4% and Chicano 7.1%.

CHILDREN OUT OF SCHOOL IN AMERICA, 1971

A HEW survey of 2,908 school systems which enrolled 95% of all public school minority students found: 6% of Black students were suspended at least once, compared to 5% of the total minorities, and only 3% of the whites. Black students are 27% of all students in the poll, but 42% of all suspensions and 37% of all expulsions.

JET, 3/27/75

APPENDIX E, BACKGROUND MATERIALS ON STEREOTYPING

E-2. Myths About Welfare in Wisconsin *

MYTH: Most welfare recipients could work if only they were willing.

FACT: Children and the aged comprise the largest segment (78%) of the welfare population. Another 11% are blind, disabled, or incapacitated, 7% are AFDC mothers with pre-school children or employed with insufficient income to meet family needs. Only 4% are potentially employable but out of work. The majority of these are in work training programs.

MYTH: People come to Wisconsin because welfare grants are higher here than in other states.

FACT: Wisconsin grants for Blind Aid, Disabled Aid, and General Relief are below the national average. AFDC grants vary from a high of $73 in Minnesota to a low of $12 in Mississippi. Wisconsin average grants are $52.

MYTH: Wisconsin has a greater proporation of people receiving welfare than most states.

FACT: 38 of every 1,000 Wisconsin children receive some AFDC funds, compared with the national average of 75 per 1,000. Wisconsin ranks 46th among the states in this category, 41st for Old Age Assistance, 37th for Blind Aid, and 47th for Disabled Aid.

MYTH: Wisconsin taxpayers pay exorbitant amounts to maintain a welfare program.

FACT: The national average per capita cost for AFDC is $15.45 annually; Wisconsin per capita cost is $10.40 annually. Wisconsin ranks 28th among the states in this category, 36th for Old Age Assistance and Blind Aid, and 46th for Disabled Aid.

MYTH: The amount of state taxes budgeted for welfare is skyrocketing.

FACT: While the dollar amount is rising, all Health and Social Services expenditures as a percentage of the executive budget have decreased from 35% in 1956 to 24% in 1970. Funds for all welfare programs totaled but 3.2% of last year's state budget.

MYTH: Most welfare recipients are cheaters.

FACT: Less than six-tenths of one percent of the cases involved suspected fraud. Fewer than one-seventh of these cases require prosecution.

MYTH: Welfare is a way of life in Wisconsin; recipients receive aid indefinitely.

FACT: Average AFDC recipients in Wisconsin receive aid for 15 months. The national average is around two years.

*Wisconsin Councilor (Madison: Wisconsin Council of Churches, Spring, 1971, edition). Reprinted by permission of the publisher.

MYTH: Recipients get so much money that they can afford to live luxuriously.

FACT: Wisconsin AFDC families of four receive $2,796 annually, or over $1,000 LESS than the federal poverty level for such a family. According to the State of Wisconsin, recipients are receiving only 83% of the amount they need to subsist on.

MYTH: Most AFDC families are non-white and large.

FACT: In Wisconsin seven out of every ten AFDC recipients is white. The average number of children per family is 2.55.

APPENDIX E, BACKGROUND MATERIALS ON STEREOTYPING

E-3. Stereotyping The Elderly *

I. Economics of the Elderly

(a) Myth: Social Security takes care of the economic needs of most of the elderly.

(b) Fact: Despite considerable increases in recent years, millions of the older elderly (late 70's, 80's, 90's) cannot exist on S.S. alone, since those with decades of retirement started with a very low S.S. base. Actually, the percentage of elderly on federally-established poverty levels is higher than for any age group accentuated among the minority elderly.

II. Health

1. (a) Myth: Most people over 65 have serious physical ailments.

   (b) Fact: While many have chronic ailments, in the vast majority of cases these are minor in nature and they function well.

2. (a) Myth: Most older people end up in institutions.

   (b) Fact: Only 5% of older people are institutionalized at any one time, with the percentage higher in the 80's and 90's, but lower in the 60's and 70's.

3. (a) Myth: Medicare covers most health needs of the elderly.

   (b) Fact: Medicare covers less than 50% of their medical costs.

III. Housing

(a) Myth: While some 3 and even 4 generation family households exist, most elderly prefer to live segregated lives.

(b) Fact: While some do so prefer, there is as much variance here as within any age group.

IV. Outlook on Life

(a) Myth: Most elderly have their lives behind them and prefer to live serenely, in "remembrance of things past."

(b) Fact: Many elderly wish to remain socially and organizationally active. Indeed, they are working towards becoming a strong political force, as their numbers (10% of the population is now over 65 and the percentage is on the increase) and organization continue to grow.

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APPENDIX E, BACKGROUND MATERIALS ON STEREOTYPING

E-4. Review of Authoritative Opinion and Related Research *

Major changes in the perception of the disabled and the handicapped is occurring nationwide. In an era of social movements which focus upon the assimilation of many "outsider" groups, it is inevitable that physically, emotionally, and mentally impaired individuals would have their day and their part in a movement designed to bring rights and justice to all human beings.

Who are these human beings whose needs and rights are now in a national spotlight? John R. Barry, who wrote about the physically disabled in Outsider U.S.A., point out that these are persons to whom the disability may or may not be handicapping. He defines handicap resulting from disability as the loss or the barrier experienced by the disabled person. He states that the same objective degree of disability may be handicapping to one person and not to another depending upon the degree of handicap felt by the disabled person.[1] Obviously, the degree of handicap felt is partly tied to the perceptions and feelings about the handicap held by the nondisabled and non-handicapped.

Regarding the incidence of various disabilities and handicaps, he writes,

> "During the period from July 1965 to June 1967, an estimated 94.9 million persons (49.5% of the civilian noninstitutional population) had one or more chronic conditions. About 22 million persons reported that they were limited to some extent in their activities. Heart conditions were reported as causing 16.4% of the activity limitations and 12.6% of the mobility limitations. Arthritis and rheumatism caused 14.8% of the activity limitations and 24.4% of the mobility limitations."[2]

Obviously, the physically impaired and handicapped persons described by Barry do not represent all of the deviants who are now claiming their rights as persons to be included and not excluded from society. Richard Smith, who wrote about the physically deviant in Outsiders U.S.A., includes in this category those who appear "odd" because of being midgets, giants, persons with noticeable scars, the obese, the too thin, and the persons with skin eruptions. Smith points out the revulsion which many Americans feel toward others with such irregularities can result in the passage of laws concerning their rights.[3] He states that until recently the city of San Francisco had the following rule:

* Genevieve Rowlands. A Survey of Attitudes Toward Disabled Persons Exhibited by a Group of Milwaukee Area Technical College Students and Faculty Members (Milwaukee: Milwaukee Area Technical College, 1974), p. 7. Reprinted by permission of author.

[1]John R. Barry, "The Physically Disabled," Outsiders U.S.A., ed., Don Spiegel and Patricia Keith-Spiegel, San Francisco, 1973, p. 100.

[2]Ibid.

[3]Richard Smith, "The Physically Deviant," Outsiders U.S.A., ed., Don Spiegel and Patricia Keith-Spiegel, San Francisco, 1973, p. 119.

> "It shall be unlawful for any person, who is diseased, maimed, mutilated or deformed as to be an unsightly or improper person, to be allowed in or on public streets, highways, thoroughfares or public places, to expose himself or herself, or his or her injury or deformity to the public view.[4]

To find out how American college students perceive facial disfigurement, Smith showed photographs from medical textbook to about one hundred enrollees in his classes. Not one student spontaneously offered the possibility that we might change American concepts of what is beautiful or ugly, and some students volunteered the suggestion that some of the afflicted persons whose pictures were shown to them might be painlessly "killed off"! All the students expressed horror and disgust at the faces which deviated from American standards of beauty! Smith was surprised to learn that many of these same students were campus radicals who took pride in their attitudes of acceptance toward other "minority" groups such as Blacks, Chicanos, and women.

Elias Katz deals with still another category of outsiders, the mentally retarded, in Outsiders U.S.A. Katz points out wide divergences in thinking and practice as to who should be included in the mentally retarded group and he shows how the employment picture among the mildly retarded and the borderline retarded varies according to social conditions and the local labor market. He also points out the prevalence of mental illness among the mentally retarded.[5] This is a group which has suffered widespread infringement of civil rights. Retarded persons may be committed to state institutions to relieve local, social, or financial problems and he states,

> "In many states, a person who is labeled 'mentally retarded' may be legally deprived of the suffrage, of the right to marry and the right to make contracts, even though he may be competent to exercise these rights."[6]

At the International Reading Association Convention at New Orleans, May 3, 1974, the meeting entitled "State Legislation and Program Issues Relating to the Education of Handicapped Children" dealt with many of the concerns of the disabled and handicapped. A book suggested at this meeting called State Law and Education of Handicapped Children: Issues and Recommendations, by Weintraub, Abeson, and Braddock, is dedicated to America's seven million handicapped children. This publication points out that the handicapped have had a steadily improving situation but that great injustices continue. It states that the question of today is whether all handicapped children will be given equal protection of the laws and thus granted their right to the education they need. Handicapped children have been victims of labeling and, through such labeling, many have been denied their right to education in many states.[7] This excellent volume calls for each state to carefully reexamine its present system of defining and classifying children as ascertain if the system stigmatizes children beyond that which is necessary and whether the system is related to the educational needs of each child.

[4] Ibid.

[5] Elias Katz, "The Mentally Retarded," Outsiders U.S.A., San Francisco, 1973, p.40.

[6] Ibid.

[7] Frederick J. Abeson, and others, "Introduction", State Law and Education of Handicapped Children: Issues and Recommendations, The Council for Exceptional Children, Arlington, Virginia, 1971.

Further, it calls for extending age limits from preschool for the handicapped to age 21. Many handicapped need to start education early and to continue education longer than do so-called "normal" persons.[8]

The volume just referred to makes clear the need of law to protect the rights of the disabled and handicapped and to assure them an education. However, a principal idea underlying this investigation is the need to assess and possibly to change the attitudes of the "mainstreamers" with whom the handicapped must contend if they are to be assimilated as "insiders".

[8] Ibid.

E-5

Excerpts from "Language and Social Problems" by Murray Edelman, Institute for Research on Poverty, Discussion Papers, Madison, University of Wisconsin, June, 1974. *

History is replete with instances of large groups of people who remain attached for long periods to invalid beliefs about political issues, authorities, strategies, enemies, and allies, even when information that would correct their misperceptions is available. The "welfare" label connotes to a great many people that the problem lies in a public dole, which encourages laziness. This widespread belief about the cause of poverty is further reinforced by other political terms, such as the "work test" provisions widely publicized in the 1967 and 1971 Social Security Act amendments. Our language creates a picture of hundreds of thousands of welfare recipients refusing a plentiful supply of productive work; but the pertinent research shows (1) that only a very small percentage of the recipients are physically able to work, and even these typically cannot find jobs, with unemployment levels running between five and six percent of the labor force and usually far higher in the localities where the recipients are concentrated; and (2) that welfare benefits do not detract from work incentive.[1] A recent study of Work in America finds that the work adults do is central in the lives of most of them, critical to their self-conceptions and their self-esteem.

Well-authenticated and widely publicized instances of fraud by welfare recipients make welfare recipients suspect until they prove themselves bona fide. One study of beliefs about welfare recipients found that:

> Respondents in the study cited persons on relief more frequently than they mentioned any other category of people when they were asked to name persons who got more than they deserved. Approximately one third of the respondents in each class spontaneously mentioned mothers on relief, men on welfare, etc., as getting more than they deserved. And respondents from the lower-middle and laboring classes were more likely to complain of people on welfare than about the obviously wealthy people getting more than they deserve.[2]

To believe that the poor are basically responsible for their poverty is also to exonerate economic and political institutions from that responsibility and to legitimize the efforts of authorities to change the poor person's attitudes and behavior. Any one of these beliefs inevitably implies the others in the structure, even though we conventionally experience them as three distinct beliefs about (1) the psychology of the poor; (2) the roles of professionals and public officials, and (3) the health of the economy and the polity. A reference to any part of the cognitive structure evokes the entire structure. For most of the middle class, public officials, and

*Reprinted by permission of the author.

[1]U.S. Department of Health, Education and Welfare, Work in America (Washington, D.C.: U.S. Government Printing Office, 1972).

[2]Melvin J. Lerner, "All the World Loathes a Loser," Psychology Today, Vol. 5 (June, 1971), p. 66.

helping professionals this myth justifies their own status, power, and roles, provides an acceptable reason to oppose redistribution of the national product in a more egalitarian way, and offers a justification for their authority over the deprived. A large part of the deprived population also has reason to accept this myth, for they have little ground for self-esteem except through their identification with the state and the elite. This myth, therefore, is the dominate one.

Because public policies and rhetoric often create misleading beliefs about the causes and the nature of these problems, they also assure that the problems will not be solved, as they manifestly have not been.

APPENDIX E, BACKGROUND MATERIALS ON STEREOTYPING

E-6. Today's Older Person: The New Generation*

For all of you who think of older people as boobies, crones, witches, old biddies, old fogies out to pasture, boring, garrulous, pains in the neck, as unproductive and worthless people, you have another think coming! Given a fighting chance, in a society that has so far devalued them, older people can maintain a viable place in the society.

In our social policies and in our therapeutic programs, we need to keep in mind the basic standard of health. We should not have our thinking dominated by stereotypes of frailty, psychopathology, senility, confusion, decline and institutionalization. But there is also no point in developing illusions about healthy, successful old age. There are problems to be dealt with and needs to be fulfilled. Old age can be an emotionally healthy satisfying time with a minimum of physical and mental impairment. Many older people adapt well to their age with minimal stress and a high level of morale.

Human Development Not Taught

Strangely enough, human development is not taught in many places in the United States, and, when it is, it focuses largely on childhood, though people after they are adults must continue to grow and change throughout life.

In our culture, few people think of old age as a time for potential health and growth, due partly to the fact that so many older persons have been cast aside and have become lonely, bitter, poor, and emotionally or physically ill. American society has not been generous toward nor supportive of the so-called unproductive older people who have reached what is materially defined as the "retirement age." But the negative view of old age is a problem of western civilization.

The western concept of the life cycle is decidedly different from that of the Orient, since the two derive from two opposing views about what life is all about. Oriental philosophy places the individual, his life span, his death, within the process of human experience. Life and death are familiar, each part of what self means.

Death Is An Outrage

Death is considered outside of its self in the West. To be a self or person, a person must be alive, in control and aware of what is going on. The greater and more self-centered narcissistic western emphasis on individuality and control makes death an outrage, a tremendous affront--not the logical and necessary process of old life making way for new life. The opposite cultural views of East and West involve two very different ways of life, each with its own merits.

*Robert N. Butler, M.D. Reprinted from the Sept./Oct. 1974 issue of Perspective on Aging by The National Council on the Aging, Inc. Dr. Butler recently was appointed Director ot The National Institute on Aging of the National Institutes of Health (H.E.W.), 177 Bethesda, Maryland 20014.

The western predilection for progress, conquest over nature and personal self-realization has produced difficult problems for the elderly and for those preparing for old age. This is particularly so when the national spirit of a nation and other historical periods have emphasized and expanded the notion of measuring human work in terms of individual productivity and power. Old people are led to see themselves as failing with age--a phrase that refers as much to self-worth as to physical strength. Religion has been the traditional solace, by promising another world wherein again self springs to life, never to be further threatened by the loss of its own integrity. Western man's consummate dream of immortality is fulfilled by religion, while the integration of the aging experience to his life's process remains incomplete.

Medicine Mirrors Attitudes

Medicine and the behavioral sciences have mirrored social attitudes by presenting old age as a grim litany of physical and emotional illnesses. The decline of the individual has been the key concept and neglect or custodial care a major treatment technique. The general, almost phobic, dislike of aging is the norm; healthy older people are ignored, the chronically ill get half-hearted care.

Only the elderly who happen to have exotic or interesting diseases or emotional problems of interest or substantial financial resources ordinarily receive the research and treatment attention of the medical and psychotherapeutic professions. Health care is approaching $100 billion a year, second to the food industry, but our manpower, our medical and nursing school curricula do not reflect the epidemiology of individual illnesses.

What Is Healthy Old Age?

The advent of a national health insurance plan and the struggle beginning in Congress and the Administration on the character of that insurance plan are not recognizing realistically the facts of life and disease and aging in this country.

What is healthy old age? In thinking about health, one must remember that science and medicine historically are more concerned with what goes wrong than in clarifying the complex interwoven elements necessary to produce and support health. A typical example is the treatment of coronary attacks after the fact, rather than prescribing a national preventive program involving diet, physical activity and protection from stress. Most of the elderly's major diseases could be cited as further evidence of this same phenomenon. The tedious and less dramatic process of prevention requires an understanding we have not given it. At the moment, we give only four cents of every health dollar to prevention.

In 1946, the World Health Organization defined health as "a state of complete physical, mental and social well being, not merely the absence of disease or infirmity," a definition that represents the ideal. But the three components of health--physical, emotional and social--compose the framework in which one can begin to analyze what is going well in addition to what is going wrong.

Childhood Gathers Experiences

Childhood might be broadly defined as a period of gathering and enlarging our experiences, while the major developmental task in old age is to clarify, deepen and find use for the experiences that have been attained in a lifetime of learning and adapting. The elderly must teach themselves to conserve their strength and resources, to adjust in the best sense to the changes and losses that occur as part of the aging experience.

The ability of the older person to adapt and survive is contingent on his physical health, personality, earlier life experience and the social supports he receives, adequate finances, shelter, medical care, social roles and recreation. Important points to emphasize are the need to continue growing and to have an opportunity for flexible growth.

Myth Is Perpetuated

Society's stereotype of old age hasn't changed much in the last 15 years. It is that an older person moves slowly, does not think as he used to, is not creative. He is bound to himself and the past; he can no longer change or grow. He can neither learn well nor swiftly and, even if he could, he would not wish to. Tied to personal traditions of conservatism, blind to new ideas, he not only cannot move forward, he often moves backward. He enters a second childhood, caught up in increasing egocentricity, demanding more from his environment than he is willing to give to it. He becomes irritable and cantankerous.

Shallow and enfeebled, he is in his past, behind the times, aimless and wandering of mind, reminiscing and garrulous, a study of decline, the picture of mental and physical failure. He is often stricken by diseases, which restrict his movements, his enjoyment of food, his sexual interest. His body shrinks. The flow of blood to his brain is reduced. His mind does not utilize oxygen or sugar at the same rate. Feeble, uninteresting, he awaits his death, a burden to society, to his family and to himself.

Great Disparities in Aging

In addition, there is the myth of aging itself, chronological aging--measuring one's age by the number of years one has lived. It is clear, in fact, that there are great disparities in physiological, chronological, sociological, social growth, from person to person and within the same person. I like to tell my medical students about a subject from our National Institutes of Health study. Daniel Morris was complaining bitterly to his doctor of his painful left leg. But the doctor said: "Dan, for heaven's sake, you are 102 and have to expect some pain at this time." Dan angrily replied: "My right leg is also 102, and it doesn't hurt!" Medical students and doctors just can't write off old people on the basis of age--they must do complete and comprehensive evaluations.

Then, there is the myth of unproductivity, though in the absence of diseases and social reversals, old people tend to remain productive and actively involved in life. There are dazzling illustrations, such as 87-year-old Artur Rubenstein giving concerts or the 72-year-old Benjamin Duggar, who gave us the antibiotic aureomycin. Numbers of people become creative for the first time in old age.

A Third of Income Earned

In fact, many old people continue to contribute usefully to their families and communities in a variety of ways, including active employment. One-third of the income of older people today is earned through their own sweat and by their own work, not through contributions and not through Social Security.

The myth of disengagement is equally fallacious, and it is dangerous. Its proponents claim older people prefer to be disengaged from life, to withdraw within themselves, choosing to live alone or perhaps only with their peers. Ironically,

a few gerontologists hold these views. One study, "Growing Old, A Process of Disengagement," presented a theory that mutual separation between aged persons and society is a natural part of the aging experience. There is no evidence to support this as a broad generalization. Disengagement is only one of many patterns seen in later years.

Change Possible Throughout Life

The ability to change has little to do with one's age and more to do with one's life-long character. But even this statement has to be clarified. One is not necessarily destined to one's character formed in early life, and people can change even up to the moment of death itself unless overcome by some of mankind's great levelers, like poverty or massive destruction of brain tissue.

Senility is a notion that old people are or will inevitably become senile, if they live long enough, showing forgetfulness, confusion, an all-too-widely accepted myth. It is in fact a layman's term, though unfortunately used by doctors to categorize the behavior or old people. Some of what is called senility is the result of anxiety and depression, often lumped into a general category.

After all, old people like young people experience the full range of emotion, including anxiety, grief and depression. It is all too easy to blame age and brain damage for the problems, emotional and mental, of the later years.

Drugs 'Shockingly' Overused

Drug tranquilization, shockingly overused in the United States, is another frequently misdiagnosed but potentially reversible cause of so-called senility. Malnutrition, more common than realized, is another reversible cause. Unrecognized physical illnesses, such as congestive heart failure and pneumonia, may also reduce the supply of blood and oxygen and food to the brain, creating difficulties of memory. Alcohol is a surprisingly common cause, and we see more and more late life alcoholism associated with bereavement and loneliness.

Irreversible brain damage is not a myth. We wish there were fundamental research going on in the United States to try to uncover and to explain (this phenomenon) better and to provide treatment for the condition.

Adult Fairyland Portrayed

In contrast to the other myths which view the elderly in a negative light, the myth of serenity portrays old age as a kind of adult fairyland. Old age is pictured as a kind of relative peace and serenity, when people can relax with the fruits of their labors after the storms of life are over. Visions of carefree cookie-baking grandmothers and rocking chair grandfathers are cherished by the younger generations.

In fact, older persons experience more stresses than any other group, and these stresses can be devastating. The strength of the aged in crises is remarkable, with tranquility as unlikely and as inappropriate a response as one can imagine in the circumstances. Depressive reactions are understandably widespread in late life. Twenty-five percent of all suicides in the United States occur among people 65 years old and above.

Grief is a frequent companion of old age. Apathy and emptiness are common sequels to the shock and sadness that follow the loss of friends and relatives. Physical disease and social isolation can follow bereavement. Anxiety is another common feature--but there is much to be anxious about, such as poverty, loneliness and illness.

Aristotle Blamed Old Age for Flaws

No less a thinker than Aristotle failed to distinguish between the intrinsic features of aging and the reactions of the elderly to their lives. He considered resentment, cowardice, vindictiveness and what he called senile avarice to be intrinsic to late life. Cicero, the Roman, took a much warmer and more positive view. He understood, for example, if old men were morose, troubled, fretful and hard to please; these, he wrote, are the faults of character and not of age.

The stereotyping and myths of old age can partly be explained by lack of knowledge and by insufficient contact with varieties of older people. We certainly see this in medical schools. I know, as a former med student at Columbia. As quickly as we could, when older persons who were stroke victims appeared on the scene, we dispatched them to the city hospital, to Bellevue. We didn't want to take the time needed for these people.

Ageism Equals Prejudice

Obviously, powerful prejudices are operating. I decided some time ago to use the word "ageism" to express prejudice. Ageism can be seen as a process of systematic stereotyping of and discrimination against people who are old, just as racism and sexism are used to designate skin color and gender.

Older people are as diverse as people of other periods in life, and their patterns of aging vary according to the range they show from health to sickness, maturity to immaturity, activity to apathy, useful constructive participation to disinterest, from the prevailing stereotype of age, which I presented, to rich forms of creativity.

95 Percent Live in Community

Ninety-five percent of older people live in the community, are not institutionalized nor in protective settings. Physical illnesses are frequent, often chronic and limiting, but 81 percent remain ambulatory. This period of life characterized by complex and multiple changes which occur rapidly and have profound effects. Some people are overwhelmed. Others can come to accept substitutes for the loss of loved ones.

Old age and brain damage alone do not account for either the outer facade or the modes of adjustment of older people. Diseases, life experience, social, economic and other forces--along with the subjective experience of growing old and approaching death--all interweave to contribute to the outer manifestations of aging. Older people are apt to be reflective rather than impulsive; they have experienced a great deal and been burned often, so they think before acting.

Present Alive as Past Reviewed

Under suitable conditions, the present remains very much alive and exciting to them, but they also review the past, searching for purpose, reconciliation of relationships and resolution of conflicts and regrets. They may become self-centered or altruistic,

angry or contrite, transcendant or depressed. Some old people are optimistic and resourceful; at the same time, they can be painfully aware of life's brevity and all its tragedies. Optimism tempers a more balanced view of life's joys and sadnesses.

The old can continue to learn and change to the response of their experiences and human relationships. Their sexual activity may gain in quality. They are not often overly impressed by new ideas, for they recognize how few really are. Many are employable, productive and creative.

Over the years, I have tried to enumerate certain characteristics which help define tendencies to be observed in older people. They are not inevitable, nor found in the same degree in each person who manifests them, but they show themselves regularly enough to be considered typical of people who have lived a long time. Old age is the only period of life with no future, so a major task in late life is not to think in terms of it. Children are extremely future conscious and look forward to each birthday as a sign of growing up.

Time Is Counted Backward

But, beginning in the middle years, as Schopenauer said, people begin to count time backward from death rather than forward from birth. In old age, one's time perspective is shortened even further as the end of life approaches. Some avoid confronting this fact by retreating to the past. Others deny their age and continue to be future oriented. The latter are people who refuse to make wills, leave important relationships unresolved, put off decisions and experience boredom.

A more satisfying resolution is found among the elderly who began to emphasize the quality of the present, of the time remaining. When death becomes imminent, there tends to be a sense of immediacy, of the here and now of living in the present. Only in old age can one really experience the full sense, the personal sense of the meaning of life's course. Then it comes in its fullness, enfolding a sense of change, the broadening perspective, the accumulation of factual knowledge, of what is to be expected at different points as one goes through life.

Old age also inaugurates the process of life review promoted by the realization of approaching death. It is characterized by the progressive return to consciousness of past experience, in particular the resurgence of unresolved conflicts which can now be surveyed and integrated. The old are not only taking stock of themselves as they review their lives; they are trying to think and feel through what they will do with the time that is left and with whatever material, intellectual and emotional legacies they may happen to give others.

They Experience Grief

They experience grief and are often more concerned about the death of others than themselves. Perplexed, frightened of being alone and increasingly depressed, they at times become cautious to the point of suspicion about others' motivations. If unresolved conflicts and fears are successfully reintegrated in the life review, they give new significance and meaning to an individual's life and help to mitigate fears.

What can we do as a society and as individuals to help older people achieve a more balanced view? There are two forms of psychotherapy helpful to older people from both a preventive and therapeutic point of view, and both are transferable to the broader social scene. These two treatment forms are called life review therapy and life cycle group therapy.

Life review therapy means acquiring an extensive autobiography from the older person by other family members. Such memoirs can also be preserved by means of tape recordings of value to children and the family. You don't have to make this a costly form of therapy, because with some guidance older people can undertake much of it themselves. The family album, scrapbooks, and other memorabilia, genealogies and pilgrimages back to places of emotional import evoke crucial memories, responses and understanding in older people. The summation of one's life work is useful. The consequences of these steps can include expiation of guilt, exorcism of problematic childhood identification, the resolution of emotional conflict, the reconciliation of family relationships.

Nonprofessionals Can Also Listen

It's surprising how many older people may not have talked to a brother or sister for 20 or 30 years and who gain immeasurably from the opportunity to work through conflicts in alienation. Such life review therapy can be conducted in a variety of settings, not only formal outpatient individual psychotherapy, but counseling in senior centers and through the use of skilled listeners in nursing homes. Even nonprofessionals can function as therapists, becoming trained listeners as older people recount their lives.

Reminiscence of the old has all too often been devalued, usually regarded a symptom of organic dysfunction and thought to be an aimless wandering of the mind. We recognize its value as seen in the great memoirs of old age: Casanova, Benjamin Franklin, Igor Stravinsky. We see the role of the life review in film and fiction.

Tragedy in Many Lives

It is difficult for older people to survive, let alone thrive. There is tragedy in the lives of too many older people in the United States; one third hover at or live below the poverty line. The average income of older persons is approximately $52 a week--and many, many fall below that. It is still possible to grow old and poor in this affluent society due to inflation, failures in our pension systems and Social Security approach.

Though there is nothing so ordered in the Constitution, we have arbitrarily taken away from older people the right to work. Older persons still have no decent place to live. Thirty percent still live in substandard housing.

We feed only 190,000 people under the national nutrition act, so we shouldn't be too proud of ourselves for that. We don't have a health plan sitting in any hopper in the U.S. Congress. All we have is a variety of rip-off plans, including the present retreat--a kind of Nixonization of the Kennedy-Mills retreat -- which gives a little bit in terms of extended care but takes away a great deal in the fundamental reorganization of health care in the United States. There are extraordinary gaps in these health care programs. And we still have numerous professionals who continue to regard older persons as just senile.

What Will Political Candidates Do?

The year 1976 will bring another presidential election. I suggest it should also be the occasion for an audit. We should ask our presidential candidates and other candidates for political office for some clear statements on what they plan to do to meet more responsibly the needs of 20 to 21 million Americans--those alive, those who follow.

I suggest we have regressive taxes for the rich. The Social Security payroll tax, as you know, is extremely regressive. It's a flat tax affecting most those who are least able to pay it. Why not try it at the other end of the wealth span? Let us have a National Defense Trust Fund (similar to the Social Security Trust Fund), with a flat tax on all incomes that exceed $50,000 a year. Let us establish income means tests applicable to the upper brackets, $50,000 and above. Rather than giving scholarships just to the impoverished young--and allowing children of families like the Rockefellers to go through Columbia or Harvard at the same tuition as the rest of us--let us make people by law pay higher for their college educations in accordance with their incomes. Let them also pay more for their health premiums, their food and clothing at the stores.

But, of course, when it's all said and done, the real problem is us--the human equation, the fact that we remain consumed with greed. And we must face other aspects of the human situation: Our self-centeredness, our inability to transcend identity, to be concerned by what happens to other people (including those who follow us) and, the most crucial of all, the need to expand our capacity for intimacy and decency and closeness with people.

APPENDIX E, BACKGROUND MATERIALS ON STEREOTYPING

E-7. Stereotyping of the Elderly *

Negative stereotypes about the elderly in our society are numerous. The old are often viewed as dependent, forgetful, old-fashioned, opinionated and set in their ways, and fearful of change. Some of course have one or more of these characteristics but so do people of other ages. Most older people live quite independently and most "change with the times". It is somewhat ironic that older persons who have undergone so much change are seen as fearful of change. Probably no generation in the earth's history has lived through such vast changes--for example, going from horse-and-buggy to space travel.

The negative stereotypes are so prevalent that Dr. Robert N. Butler, a national expert on aging, was led to coin the term "ageism"--a process of systematic stereotyping of and discrimination against people who are old. So pervasive are the stereotypes that many older people themselves believe them to be true of "most older people" but they usually consider themselves exceptions. A national poll conducted in 1974 for the National Council on the Aging by Louis Harris and Associates showed that the image of older people held by the public at large is a distorted one, somewhat negative and possibly damaging. In the eyes of the public, people over 65 spend a great deal of time in sedentary, private and isolated activities. In actuality, pastime activities of young and old are very similar. Comparable numbers of old and young, for example, spend a good deal of time sleeping, reading, sitting and thinking, participating in fraternal or community organizations or going for walks.

A report on this study says:

> While the young picture older people as engaged in passive sedentary activities and not an active part of society, older people are unwilling to be relegated to the sidelines. They do not wish to be excluded from things happening around them, nor limited to communities for older people. Like the young, three out of four people 65 and over said they prefer to spend most of their time with people of all different ages.

Most older people see themselves as being as bright, alert, openminded, adaptable, and as good at getting things done as younger people are. Yet only 21 percent of the younger group interviewed in the Louis Harris poll consider most people over 65 to be "very useful".

The stereotyped views of older people in our society is believed to stem, in part, from the distorted image presented in the public media, including school textbooks. While older people are sometimes depicted as sweet, kindly and good, they are almost always seen as impotent. When they are occasionally depicted as powerful it is usually as a malevolent character such as "an old witch". A more subtle kind of stereotyping results from the lack of diversity in the activities and emotional characteristics older people are seen having. For example, grandmothers are usually pictured knitting or baking cookies; in reality, many grandmothers work--in offices, factories, hospitals.

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A report on the Louis Harris study puts it this way:

> There appears to be no such thing as the typical experience of old age, nor the typical older person. At no point in one's life does a person stop being himself and suddenly turn into an "old person", with all the myths and stereotypes that that term involves. Instead, the social, economic and psychological factors that affect individuals when they were younger, often stay with them throughout their lives. Older people share with each other their chronological age, but factors more powerful than age alone determine the conditions of their later years.

Stereotyping the elderly may well have harmful effects for all of us. As a result of misconceptions about aging, society does not allow older people to play useful, interesting roles in all arenas of life; this may cause older people to lose confidence in themselves and come to believe that indeed they are incapable of doing so. Younger people, seeing what happens to people as they grow old, may begin to fear and dread old age.

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APPENDIX E, BACKGROUND MATERIALS ON STEREOTYPING

E-8. Understanding the Indian Child*

It is important for a teacher or an administrator to know how a child feels about himself, about his school and about his friends. The way a child feels colors his approach to life. Confidence and happiness bring an interest to learning, while insecurity, rejection or a feeling of inadequacy may bring hostility or withdrawal.

A good educator must be able to make an intelligent judgment based on facts concerning the life of the Indian student. Because Indian children usually grow and mature in a culture that is different from the culture under which most educators have lived, it is of the utmost importance that teachers and administrators know facts regarding the Indians' culture, the pupils' families and the community in which they live. Only by accumulating such information can educators make valid assumptions concerning the feelings of Indian children and only then can they hope to "understand the child."

The American Council on Education has proposed a list of characteristics of teachers who "understand" a child.[1]

1. Teachers who understand children think of behavior as being caused. They believe a youngster's present actions are based upon his past experiences; therefore, this philosophy implies that every child is educable, that unacceptable behavior can be changed, and desirable action can be developed.

2. Teachers who understand children are able to accept all children emotionally and reject none as unworthy or hopeless. It is the obligation of every teacher to accept each child as having intrinsic worth, no matter what his capacities or behavior.

3. Teachers who understand children recognize that each student is unique. "Every youngster differs from all others in the magnitude and pattern of combination of the many factors which determine his characteristics and actions at any given moment. Some of these highly variable factors are body building, physiological stability, available energy for activity, rate and timing of growth, mental capacities, knowledge and skills, attitudes and values, general experience background, number and nature of unusual experiences, relationships to parents and siblings, status with peers, and way of regarding himself."[2] The role and effect of tribal culture could well be placed under this category.

*Robert A. Roessel, Jr., Handbook for Indian Education (Los Angeles: Amerindian Publishing Company). Reprinted by permission of Amerindian Publishing Company.

[1]American Council on Education, Helping Teachers Understand Children (Washington, D.C.: Commission on Teacher Education, 1945), pp. 8-20.

[2]Ibid, p. 10.

4. Teachers who understand children recognize that young people, during this period of growth and development, face a series of common "developmental tasks." They have to learn how to walk, to talk, to dress themselves, to get along in groups, to behave as boys and girls, to read, to write, to spell, to accept values that characterize American life and many more.

   Teachers who understand know what tasks are; their sequence and timing in relation to physical, social and mental maturity; what complications often arise as persons with different characteristics and backgrounds work at them; and what situations, relationships, and experiences are most helpful to children.

5. Teachers who understand know the more important scientific facts that describe and explain the forces that regulate human growth, development, motivation, learning, and behavior. The sources of this knowledge are such disciplines as: anthropology, sociology, psychoanalysis, physiology, pediatrics, education and psychology. A teacher cannot hope to master all the facts in all of the above listed areas but a teacher can make a start and can become aware of major facts and research in each area.

6. Teachers, who understand, habitually use scientific methods in making judgments about any particular boy or girl.

   > This means checking the validity of all information about the child, recognizing when the facts are too few to permit sound judgment. It implies what further facts are needed and how to set about getting them.[1]

   Two brief anecdotal entries from the cumulative record of Susie Begay, a Navaho girl, may help to illustrate two different approaches to understanding.[2]

[1] Ibid., p. 11.

[2] These excerpts were taken from the cumulative record in a BIA boarding school located on the Navaho reservation.

Grade One

"Susie Begay never listens to what she is told. She is always looking off into space. It appears that she does what she wants when she wants. She refuses to talk above a whisper and is constantly covering her mouth with her hand. She shows disrespect by turning her head from me when I talk with her.

Susie is unclean in dress and body. She wears old ragged clothes to school. Susie always has impetigo over her face and she also has head lice. You would think that her parents would take better care of this girl.

Her school work, so far this fall, is extremely poor. She cannot do any of the first grade work, except draw. I believe that she is a harmful influence to the other members of the class. 10/25/57"

Grade Two

"Susie Begay is a quiet shy girl who needs love and attention. She comes from a home where the father is in a T.B. sanitorium and the mother is trying to provide for nine children. I have asked the Welfare worker to look into the situation and see if the mother might get some sort of assistance. Susie Begay has many of the typical Navaho mannerisms which indicate respect: covering one's mouth with one's hand and turning one's head when being addressed. It is obvious that she has had no previous experience with many of the things we read about in our school textbooks. She has never been to Gallup or any other town for that matter. She had never seen a train, plane, stop-light, movie house, super market, apartment house, and so forth. Last Saturday I took Susie to Gallup. She was terrified and wide-eyed but since she has come back I've noticed a new interest in learning and an eagerness to read.

As we are able to provide real experiences Susie can learn and wants to learn.

Susie Begay's mother speaks no English but is trying to do the best job she can in raising her nine children. I have visited Susie's home three times so far. At first, I felt as if I wasn't welcome but now I believe that her mother wants me to come. Through an interpreter I have explained how to keep Susie and the other children clean and how to control the impetigo and lice. I'm glad the nurse shows me what she has done in cleaning the hogan. Susie has been shining the past several weeks. 12/7/58"

SURVEY OF ABILITIES AND BACKGROUNDS

The following outline indicates the type of information a teacher should have about each Indian child in order to be better able to understand him. The sources of information are subdivided into two groups, the On-Reservation Teacher and the Off-Reservation Teacher. Certainly, the teacher on the reservation will have more opportunity for frequent visits to homes and communities than the Off-Reservation Teacher. But summers and weekends still make it possible for even the Off-Reservation Teacher to have first hand experiences with the reservation. These visits are felt to be essential.

	SOURCES OF INFORMATION	
What Teachers Should Know About Each Indian Student	On-Reservation Teacher	Off-Reservation Teacher
Feeling of family toward dominant culture	Visits to home, discussions with community leaders, observation of child	Observation of child, information fromTribal Education Committee, letters written to parents
Feeling of family toward Indian culture (Conservative, Moderate, Progressive)	Same as above	Same as above
Culture characteristics of tribe	Visits to dances and ceremonies; discussion with BIA personnel; reports and books; in-service and pre-service training	Reports and books, resource project, in-service training, pre-service training
Nature of home and community	Visits to home; discussions with traders, BIA, and local personnel; reports and books	Visits, reports and books, discussion with children and others who are familiar with the community
Language spoken at home	Discussion with children, visit to homes	Discussion with children, or someone who may know the family
Financial and material adequacy of the home	Visits to home, agency reports and records, tribal data	Agency reports and records tribal data, interviews with parents and/or community leaders
Attitude of parents toward school	Visits to home, discussion with children and others living or working in the community	Discussion with Tribal Education Committee, discussion with students, knowledge about tribe and its values
General level of student's ability	Intelligence tests, observation of child in problem-solving situations, observation of child's rapidity in practical learning	Intelligence tests, observation of child in problem-solving situations, observation of child's rapidity in practical learning.
Facility and extent of use of English	Visits to home to observe extent to which English is used, observation of child both in the classroom and outside of the classroom	Visits to home to observe extent to which English is used, observation of child both in the classroom and outside the classroom.
Extent of child's background of experience	Visits to home to observe	Visits to home to observe
Health problems	Medical examination, record of illnesses, discussion with parents	Medical examination, record of illnesses, discussions with parents
Acceptance or rejection of child in and out of school by his peers.	Sociometric analysis of class, observation of children at play, observation of children in extra-curricular activities	Sociometric analysis of class, observation of children at play, observation of children in extra-curricular activities, investigation into community attitudes--housing, employment, etc.

The more the educator can learn about the child's parents and the local community the better understanding he will have of the individual Indian child. To understand fully the child the teacher or administrator must also understand the values and aspirations of the parents. Many Indian parents speak no English so there is an additional obstacle to overcome before teachers can truly communicate with the parents.

New teachers must be oriented to the specific community in which they will teach for this is the only way they can understand the problems which confront the children. The following questions will provide significant information to the teacher's study of the community:

1. Housing

   a. What type of homes do the Indians live in?
   b. In what condition are the homes?
   c. What are the sanitary conditions?
   d. Where is the source of nearest water?

2. Livelihood of the Community

   a. What is the major source of income?
   b. How many of the adults are employed?
   c. What is the average income?
   d. How much employment is available in the community?

3. Recreation

   a. Are there any recreational facilities in the community?
   b. If so, what are they?
   c. Are there any organized recreation programs for either adults or children?
   d. What recreational program does the school provide?

4. Physical Facilities

   a. What stores are located in the community?
   b. What transportation is available in the community?
   c. What system of communications is in use?
   d. What is the condition of the roads and how does adverse weather affect them?
   e. What service facilities are available--if any?

5. Health

   a. What are the health facilities available to the community?
   b. Where does a family go for health care?
   c. What is the incident of tuberculosis?
   d. What is the community's attitude toward health facilities and programs? Do they use those that are available?

6. Churches

   a. What churches are in the community? Or what denominations?
   b. How many children attend church or Sunday school?
   c. How important are organized churches?

7. Human Relations

   a. Who is the majority group in the community--Indian or non-Indian?
   b. What is the attitude of the majority group toward the minority and vice versa?
   c. Who are recognized as community leaders?
   d. Are Indians active in community affairs?

Too often in the past, parents and school officials have sought one another only after the child was in trouble. After conflict has developed it is difficult to establish harmonious and mutual beneficial parent-teacher relations. Therefore, teachers must attempt to develop and follow a preventive program that will utilize group meetings, home visits and individual conferences. Such a foresighted program enables educators to obtain information about the children in school and to establish friendly relations with parents before problems arise.

THE TEACHER IN INDIAN EDUCATION

The Indian Education Center at Arizona State University conducted a study in 1959 which surveyed teacher attitudes toward various aspects of Indian Education.[1]

One hundred questionnaires were sent to teachers in forty-four different Arizona public schools enrolling Indian children with seventy-two questionnaires being returned.

The following questions were among those investigated and the major findings to each question are herein included:

1. What college courses were most helpful in the preparation of the teacher of Indian children?

   The teachers identified two types of courses which the greatest percentage of books found to be of "great help." Eighty-two per cent selected Indian Education courses and 76 per cent selected anthropology courses as being of "great help" in teaching Indian children.

   This would seem to indicate that in order to teach Indians the teacher must know something about Indians.

2. What were the major courses of help utilized in the improvement of instruction by the teacher of Indian children?

   "Personal association with Indians" was the single most important source of help utilized with 68 per cent of the responding teachers selecting this as being of "great help." The second most important source of help was with "teachers experienced with Indian Education", with 62 per cent finding this to be of "great help." Interestingly enough, "supervisors" were near the bottom of the list with only 14 per cent of the teachers indicating they received "great help" from this source.

[1]Robert A. Roessel, Jr., A Survey of Selected Aspects of Indian Education as Perceived by Teachers with Indian Children in Select Arizona Elementary Public Schools (Tempe: Arizona State University, College of Education, 1959).

3. What information about the Indians' native culture was thought to be most helpful in teaching the Indian student?

   The teachers selected the following areas as representing the type of information they felt most helpful in teaching Indians? Home and Family Life--94 per cent felt to be of "great importance"; Parental Attitude Toward Education--80 per cent felt to be of "great importance"; Tribal Customs and Mores--68 per cent.

4. In what classroom subjects do teachers believe that Indian students have the greatest and the least difficulty?

   Three areas of greatest difficulty for Indian students were found to be: Oral English, reading and written English. The three subjects presenting the least difficulty were: Art, spelling, and physical education. The following table illustrates this.

Oral English	85%	Great Problem
Reading	77%	Great Problem
Written English	73%	Great Problem
Art	91%	No Problem
Spelling	48%	No Problem
Physical Education	45%	No Problem

The findings of this study in regard to areas of difficulty differ, but little from other research. It is generally accepted that it is in the area of communication, the language arts, that the Indian students have the greatest difficulty.

PARENTAL PARTICIPATION IN SCHOOL ACTIVITIES

In the Indian community the school's effort to encourage parental participation in school affairs and activities must be greater than in an average middle-class white community.

The parents that come to visit the school should leave with a better understanding of the school, its program and its objectives. This will not be accomplished unless the entire school staff consciously directs every effort in this direction. Parents should be encouraged to visit the school and the school should make them feel welcome and important when they do visit.

The school located in an area with many adult Indians could well examine the possibility for developing a meaningful adult education program. Any such adult program must be based upon the needs, interests and abilities of the local community. The Indian adult must feel that it is his program if the adult program is to really succeed. A successful adult education program not only provides meaningful information and material to the adults but it also provides an atmosphere conducive to maximum learning on the part of the children. In other words, the parents and the children together are learning and together are growing.

As mentioned earlier, the teacher who teaches in schools located on the reservation has greater opportunity to obtain information concerning the tribe, community and home. Visits to the home of each student are both possible and desirable. Home visits not only provide answers to questions but also, and equally important, acquaints the parents with the school and the work of the children. All too frequently the Indian home has no understanding of the objectives or values of education. Many Indian parents fail to encourage their children and sometimes they may even create a hostile atmosphere in regard to education.

An effective way to combat these negative influences is to develop close and warm ties between the teaching staff and the community. Teachers that make the effort to visit homes, teachers that take time to explain the school and its program to parents; and teachers that attend community functions and activities: these teachers are building strong bridges of understanding and as a result such a school can truly meet the needs of the people.

If there were but one rule allowed in Indian education it might well be "home visits."

The question may be asked, "Surely everyone agrees that home visits are desirable but how can one go where he may not be welcome or wanted?" Admitted that there may be times and occasions when home visits appear impractical if not impossible; but nevertheless, the advantages which accrue from home visitations are of such importance that ignoring this media with a prefunctory "impossible" is akin to suicide.

A successful program of home visits is a planned program which may take several years to develop. It does not appear in full bloom overnight but rather involves work, sweat and even tears. It is wise to start a home visitation program with the assistance of a local Indian school employee or a local community member who is interested. Several meetings should be held at the school where the community is invited and where food perhaps is served. Here the community has an opportunity to look, listen and learn about the home visitation program. At these initial meetings, school personnel should make known their interest in meeting parents and in becoming familiar with the community. The school people should ask for assistance from the community of tribal leaders in implementing their home visit programs. Many tribes have active Education Committees and they, on request, will meet with local communities and will prove to be of tremendous help in developing school-community understanding and rapport.

Start with a home where you know you are welcome. Take school work of the children to the parents and explain, through an interpreter if necessary, what the individual child is doing in school and why. Leave examples of the child's work at the home. Allow ample time for questions from the parents. After such a visit allow time for the word to get around. Then begin again with a different home--remember that sometimes you may not even get into the house, you may stand outside in the cold and the snow when you try to explain to some parents. The important thing is DON'T GET DISCOURAGED. Find consolation in the fact that many Indian parents are afraid you may be ashamed of their home and they feel ashamed to show it to you. But as your visits spread and your friendship with individual Indians increases, you will find no closed doors and no locked hearts.

Home visits are not standard operating procedure in many Indian schools. It is something that many schools and educators are afraid to start or find it easier to preach about than to practice. Yet, perhaps, no other single program offers such rewards for success. Education will continue to be a veneer to many Indian children, with little depth or meaning, until we can develop the active interest and support of the Indian parents. There is absolutely no substitute for visiting the Indian parents at home.

Up to this point, we have been discussing the education located in a school on a reservation. Next, let us briefly examine what the educator teaching off the reservation might do in order to obtain the desired understanding and cooperation.

In the first place, every effort should be made to provide an opportunity for teachers teaching in schools off the reservations to visit the reservations from which their Indian students come. This may be done at the end of school or at the beginning of school or it may be possible to accomplish during the school year.

In the second place, the school administrators should attempt to bring tribal leaders and officials to the school to talk, not only to the staff, but also to the children. If necessary, transportation should be provided and meals served. This procedure should be extended to include as many parents of children in that school as possible.

In the third place, in-service training programs should be developed. A portion of these training programs should be devoted to hearing about the local reservations and communities. People should be present with words and pictures to describe and discuss the reservation. Reliable books should be available for use by the school faculty.

In the fourth place, if possible one of the school employees should be an Indian from the nearby tribe or reservation. This individual, if selected properly, can be of inestimable help in aiding the staff to understand the communities and homes from which the Indian children come.

SUMMARY

An effective teacher must "understand" the children she teaches. When teaching children who come from a totally different culture this "understanding" is not realized without considerable effort on the part of the teacher.

Schools need to develop planned programs which will provide teachers and administrators with basic information about the child, his culture and his community. An important facet of this understanding is home visitation. Teachers must be encouraged to visit the homes of the Indian children. Perhaps no other single approach offers such possibility for success than does a home visitation program. Many reasons can be given as to why it won't work or isn't practical, but nothing is more important than this.

Seymour Fersh

ORIENTALS AND ORIENTATION

An examination of changing attitudes toward Oriental cultures in the U.S.

There is a Chinese saying that when there is a horse and cart, there are three things: a horse, a cart, and a horse-and-cart. This wise observation shows an awareness of the dynamic relatedness which emerges and changes when individuals, items, aspects, or events are combined. An examination of "education for and about Orientals in the United States" centers on "Orientals," but our considerations must include many mixtures: Orientals in the United States (past and present), the U.S. (past and present), and the international as well as domestic contexts. One more dimension should be added: We are mainly concerned here with the implications of our observations for educators. The messenger is the message when the carrier is a teacher – how we feel internally influences the ways in which we create and communicate our attitudes and opinions. The major purpose of this article, therefore, is not to provide prescriptive answers but hopefully to identify the kinds of information and understandings which we need in the overall consideration of our Oriental population.

The word "orient" itself is a good starting place. With a capital "O" it refers to the "Eastern" part of the globe – if you accept the Latin (*oriens*) version of where the East is. In a similar way, the Orient is referred to as the "Far East" – by those who accept the notion that the Prime Meridian is the center of the earth. Consequently, people who live in the Orient are "Orientals" – but this term conceals more differences than it reveals affinities. We do not place as much confidence in the word "European" to indicate similarities, because our national experience with Italians, French, Germans, Swedes, Englishmen, etc., have demonstrated that there is no typical European. But the term "Oriental" has often been used indiscriminately – for purposes of discrimination – to describe all people whose ancestry is Asian. This definition has denied the so-called Oriental peoples their right to be appreciated as separate ethnic groups; and the connotation has encouraged the belief that Orientals, being different, are also deficient.

The verb "orient" provides another clue: It means "to adjust with relation to, or bring into due relation with surrounding circumstances; to *orient* one's ideas to new conditions." Our concern then is to consider Orientals and orientation – within and without the United States, through time and in changing combinations with special reference to education.

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Who Are the U.S. Orientals?

The U.S. Census Bureau does not define "Oriental" except by deduction. It starts out by saying that "nonwhite" consists of such races as the Negro, American Indian, Japanese, Chinese, Filipino, Korean, Asian Indian, and Malayan. But a warning is added: "Racial categories such as Chinese, Japanese, Filipino are based largely on country of origin, and not necessarily on biological stock." Using these guidelines, we can determine overall statistics for Orientals in this country.

1. Of the total U.S. population, nonwhite is about 12.5%. Of these, Negroes are about 11%, American Indians are about .4%, and the total of Chinese, Japanese, and Filipinos is about .7%. The remaining "all other" nonwhites (Koreans, Hawaiians, Aleuts, Eskimos, Malayans, Polynesians, among others) is about .4%. No individual figures are available for groups in the "all other" category.

(Subsequent references to Orientals in this article will be concerned mainly with the three largest American groups of Asian ancestry – the Japanese, Chinese, and Filipinos.)

2. The total population of Orientals in the U.S. is probably about 1.5 million in an overall national total of 204 million. Among the Orientals, the Japanese total about 600,000, the Chinese about 435,000, and the Filipinos about 345,000; thus, the Japanese are almost two-fifths of the total, the Chinese almost one-third, and the Filipinos almost one-fourth.

3. The distribution of American Orientals is concentrated rather than widespread:

- Of the Japanese, more than 80% are in Hawaii and California, equally divided; the next largest populations are in Washington, Illinois, and New York, with 3% each.
- Of the Chinese, about 40% are in California, about 20% in New York, about 12% in Hawaii, and the next highest numbers are in Illinois and Massachusetts, with 3% each.
- Of the Filipinos, about 40% are in California and about 30% in Hawaii. The next highest concentrations are in New York, Illinois, and Washington, with about 3% each.

Seymour Fersh, Phi Delta Kappan (Bloomington, IN: January 1972), p. 315. Reprinted by permission of the publisher and author.

4. Another important characteristic of the American Oriental population is that the great majority live in urban areas: about 95% of the Chinese, about 80% of the Japanese, and about 75% of the Filipinos. The Chinese, moreover, have established major "Chinatowns" in San Francisco, New York, and Los Angeles.

Statistics aren't always interesting reading, but any attempt to consider questions related to American Orientals must include a clear understanding of their relative numbers in the U.S. Overall, between 1820 and 1967 immigrants from Asia were 1.3% of a total of more than 42 million immigrants. The relative percentages for Orientals increased after the Immigration Reform Act of 1965 revised the prior "national origins" quota system which had discriminated against Asians. In the decade of 1960-70, while the white American population increased by about 12%, Filipinos increased by about 95%, Chinese by about 85%, and the Japanese by almost 30%.

Despite these percentage increases, the American Oriental population is still well below 1% of the U.S. total. Therefore our concern with Americans of Asian ancestry results not from their numbers but from a consideration of their rightful place as Americans in a country where more than 99% of the people are descended from post-Columbian immigrants.

Photo: Jean-Claude LeJeune

Historical Perspective

Before we consider American Orientals today we need historical perspective to accompany our statistical generalizations. All of us have studied some American history, but the treatment of American Orientals (and other ethnic minorities) was often passed over with slight and sanitized references. The memory of those offended is usually longer than those who give offense. What kind of welcome have Orientals received in the U.S.?

The Chinese were the first to come. The gold rush of the 1850's attracted them to California; later their numbers increased rapidly when labor was needed to complete the transcontinental railway. By 1870 there were about 65,000 Chinese in the United States; only a few hundred were women. In the next ten years, 250,000 more Chinese came; about 80% lived in California.

American attitudes toward the Chinese changed when immigrants of European ancestry reached the West Coast and competed for jobs. The Chinese, who at first were described as orderly, industrious, thrifty, sober, and inoffensive, had by the 1880's become – in the minds of most civic and industrial leaders – clannish, secretive, dangerous, criminal, and deceitful. Obviously, the Chinese themselves could not have changed their nature so extremely; the change was more in the viewer than in the viewed.

The growing discrimination against the Chinese led to the Chinese Exclusion Act of 1882, which denied immigration for 10 years to Chinese laborers. The act was renewed in 1892, and Chinese immigration was suspended indefinitely in 1902. Many Chinese returned home. About 250,000 lived here in 1882, but the number shrank to 90,000 in 1900 and 60,000 in 1920. The Chinese who remained suffered from continued physical and legal abuse. "To have a Chinaman's chance" came to mean to have no chance at all. The Exclusion Act also denied citizenship to Chinese who were not born in America, a discriminatory act which later included other Orientals and continued until shortly after World War II.

Japanese immigration to the U.S. occurred almost entirely within the first 25 years of this century. Discrimination against the Japanese followed the same pattern of prejudice encountered by other "yellow men," even though the Japanese tended to follow the European-type immigration pattern, bringing their wives and settling in integrated communities. The U.S. government, in the "Gentlemen's Agreement" of 1908, persuaded the Japanese government to restrict the immigration of Japanese laborers and farmers to the U.S., so that friendship between the two countries would not be disrupted. The crisis had been precipitated when the San Francisco Board of Education ordered all Japanese pupils, native- and foreign-born, to attend the segregated Oriental school in Chinatown.

Special and drastic discrimination against the Japanese came during World War II, when, by Presidential decree, the total Japanese population – alien and citizen, old and young – of more than 110,000 people in Oregon, Washington, and California were evacuated to 10 "relocation centers" in sparsely populated, isolated parts of the U.S. interior. The barrack-type communities were surrounded by barbed wire and were under armed guard. The relatively small Japanese populations in other parts of the U.S. were not moved; in Hawaii, where a third of the population was Japanese, no internment was attempted. The loss of labor there would have crippled the islands' effective functioning; also, the logistics of shipping more than 100,000 people to the mainland during wartime was overwhelming.

The Filipinos, the third largest American Oriental group, came to Hawaii and California in the 1920's. Like other Orientals, they were ineligible for naturalization but because the U.S. ruled the Philippines, the Filipinos carried U.S. passports and could not be excluded as aliens. The announcement in 1935 that the government promised to free the Philippines ended mass immigration immediately; a quota of 50 per year was substituted. Thus ended, until after World War II, any significant immigration of Orientals into the United States.

Present Patterns

Since World War II, attitudes and actions toward Orientals in the U.S. have been changing. Alien Asians became eligible for citizenship. The basic immigration law was changed in 1965 so that the national origin quota system is no longer used. Now, immigration from the Eastern Hemisphere and dependent areas is limited to an annual total of 170,000 (for the Western Hemisphere the total is 120,000), of which not more than 20,000 may come from any one country. The significant criterion for immigration – aside from family relationships such as spouses and children – is whether the applicant will compete with Americans who are able, willing, and qualified to do the same work.

Other significant current changes relate more directly to the American school system and its effect on ethnic groups. There are at least four major considerations: the role assigned to schools in the "Americanization" of students; the new emphasis on learning about cultural regions of the world; the accompanying change in attitudes toward ethnic groups within the U.S.; and the changing self-image which ethnic minorities are developing. All of these events are related. We cannot examine each in detail, but we can consider some outstanding aspects so that we are more aware of their individual nature and of the ways in which they affect each other.

The Changing School Role

When the first public schools were established in the 1830's, their major goal was to help create students who would become similar in aspirations and attitudes. Educators were expected to help impose a single standard of behavior. This Americanization process – the notion of a "melting pot" where many ethnic ingredients would be blended to produce one nationality – was specifically designed for a nation of immigrants. But from the start, English as a language and Western Europe as a culture were the basic stock; minority ethnic groups added seasoning but were to be absorbed. By the end of the nineteenth century, says historian John Hope Franklin, "America's standards of ethnicity accepted Anglo-Saxons as the norm, placed other whites on what may be called 'ethnic probation,' and excluded from serious consideration the Japanese, Chinese, and Negroes."[1]

Now there is growing support for American schools where multi-ethnic standards are recognized – where there is a sharing of generalized ideals and goals of American culture which include respect for rather than rejection of differences in racial, religious, and ethnic heritage. On a global basis, Americans are beginning to realize that we represent a national-ethnic minority. On a national basis, we are trying to combine the positive features of integration and of ethnic identification in harmony with our special nature as a nation of immigrant ancestry. This innovation can be especially beneficial for American Orientals and other nonwhite groups, because racial characteristics could cease to be a basis of discrimination.

Changing Attitudes

Another change which affects American Orientals – and all ethnic groups within the U.S. – is the way in which American students are beginning to gain a different perspective of foreign cultures. How one feels about Chinese-Americans (or Mexican-Americans or African-Americans or European-Americans) depends greatly upon one's understanding and appreciation of the culture from which a person is originally descended.

Until recently the pattern of foreign studies in American schools was clear. In a course inappropriately called "world history" students learned that man's most significant development occurred in Europe and later in the U.S. The study of areas beyond Europe entered this version of world history only peripherally, mainly when these areas were "discovered" by Europeans. References to China were usually limited to three or four: when it was a "cradle of civilization," when it was "discovered" by Marco Polo, when it came under European domination, and when it became an "emerging nation." In this version, Japan's "history" begins when it is "opened" by Commodore Perry.

A dramatic change is occurring in the curriculum. Almost to the same degree that Americans have become involved in the real world beyond our shores, the representation of that world has moved into the American classroom. As the United States became a world political power and also extended its global economic investments, its educational system was expected to prepare students for a future in which Americans would increasingly be involved throughout the world. The end of American cultural isolation was also hastened by another development, the communications revolution. The mass expansion of television, materials in print and in other media, travel, and reportage of

global events in which Americans were deeply involved began to bring the rest of the world into American consciousness.

The attempts to understand with empathy the cultures in Asia, among others, have helped to change the attitudes of American students toward the descendents of those cultures *within* the U.S. When we begin to comprehend and appreciate differences among global cultures, we are also preparing ourselves to perceive positively the ethnic variations which exist inside national borders. There is, for example, a connection between our feelings toward the Chinese civilization and Chinese everywhere. Because most Americans have usually thought of themselves as being superior among all global cultures, the majority of Americans have also felt superior to those ethnic representatives within the U.S. who favored customs which were considered outside "the mainstream of American life." These groups are often described as being "culturally disadvantaged" in the same ways that cultures outside of the United States are considered "backward" to the degree that their achievements and values have low scores when measured by our standards.

Few members of the so-called culturally disadvantaged groups in this country would deny that they receive lower wages or have fewer educational opportunities, but does this condition also mean that their *cultural values* are inferior? Should we be surprised that people who are labeled as culturally disadvantaged may develop a low self-image which itself interferes with educational attempts to provide assistance? For some American Orientals, prejudice works the other way; teachers may believe that Chinese, for example, have superior intelligence and work harder than other students. Consequently, more is expected from them and this "compliment" increases pressures on the learner. Many studies have demonstrated that teacher attitudes permeate the classroom and that students "catch" the spirit of prejudice and preference.

A crucial element of self-image is the mirror held up for reflection. Recently, Asian-American students founded the *Amerasia Journal* because, "At one time we were perceived as a 'heathen' race to be dealt with forcibly, while at other times as a successful minority that should be emulated by others. Our purpose in initiating this journal resulted from these seemingly contradictory perceptions and self-images." The editors have an important insight: They realize that the American view of Orientals depends less upon the Orientals themselves and more upon the conditions of our own viewing.

The most dramatic example of one current Chinese-American self-image is in San Francisco, where the Chinese community has been protesting a federal court order to bus its children to schools outside Chinatown. Parental objection to the busing has been almost unanimous. Chinese leaders say that the transfer of the students will destroy the cultural and educational life of Chinatown. Their first appeal to the Supreme Court was denied by Justice William O. Douglas, who cited an 1875 Supreme Court decision on the rights of a San Francisco Chinese laundryman who had been wrongfully deprived of a license because he was Chinese. In Douglas's ruling, he said that the present court order applies to all San Francisco children, regardless of racial or ethnic background, and that rights and laws – and court integration orders – apply equally to all races. Further appeals are planned.

'The Planetization of Mankind'

Our concern with ethnic education in the U.S., regardless of the group, must increasingly be considered in a global context. Teilhard de Chardin writes of "the planetization of mankind," which will make us "more completely personalized and human."[2] McLuhan has a similar vision:

> We can now live, not just amphibiously in divided and distinguished worlds, but pluralistically in many worlds and cultures simultaneously. We are no more committed to one culture – to a single ratio among the human senses – any more than to one book or to one language or to one technology. . . . Compartmentalizing of human potential by single cultures will soon be as absurd as specialism in subject or discipline has become.[3]

One of our problems has been perceiving American ethnic groups as a "problem." We have failed to appreciate – literally, "to add value to" – the enrichment and stimulation which our ethnic differences have contributed to an Americanized culture. More than any other country, the United States represents in its people the largest in-gathering of diverse cultural origins. When we begin to welcome ethnic variations as an opportunity rather than as a problem, the realities of American life can be experienced differently because of our liberated consciousness. This was eloquently voiced by the mayor of Newark, Kenneth Gibson, when he talked of "achieving an America that is the pride and hope of the world," of achieving in this country a "nation of racial, ethnic, and religious diversity, a mosaic of pluralism where each contributes what is unique, where each knows and honors his own roots and can, therefore, be secure enough to honor what is different in his neighbor."[4]

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1. Quoted in *New York Post*, September 22, 1971, p. 11.
2. Pierre Teilhard de Chardin, *The Future of Man*. New York: Harper and Brothers, 1962, p. 132.
3. Marshall McLuhan, *The Gutenburg Galaxy*. Toronto: University of Toronto Press, 1962, p. 31.
4. 1971 commencement address delivered at Jersey City State College. □

Kenneth R. Johnson and Herbert D. Simons

BLACK CHILDREN AND READING: WHAT TEACHERS NEED TO KNOW

E-11

A plea for teachers willing to study and respect black culture and black dialect

"If I could get my hands on my first-grade teacher now, I'd break her chalk."

A commerical education institute which promises to teach reading to people who failed to learn how in school is running an ad with this caption. In the ad a forlorn young girl peers at a pile of books she is not able to read. The girl in the picture is white. If she had been black her statement about her first-grade teacher might have suggested a broken neck, because of the greater failure of black students in learning to read.

Why is the failure of black students greater? Teachers are both ill-prepared and perhaps unwilling to move in directions which could make the difference between the success and failure of their black students. In this article three suggestions are made both for initial teacher training and for in-service training for teachers presently in the schools. First, they must study black culture with an eye toward sympathetic recognition of it as a legitimate minority culture; second, if they are to teach reading, especially to poor black children, they must understand black dialect; third, once they understand black culture and black dialect, they must adapt their teaching strategies accordingly.

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Understanding Black Culture

"Change the child or change the curriculum" is at once a basic tenet and a cliché of American education. Most educators agree on the latter alternative and feel that they follow it. But this is not the case in the education of black children. How can a curriculum be tailored to the needs of these children when the teachers and curriculum writers know little about or simply disdain black culture? Educators who view black culture as a sick white culture are hardly qualified to make useful curriculum changes.

In their failure to recognize that black children are different, not inferior, American teachers have not been alone. It is a societal problem, but how can it be rectified? Toward this end we suggest a thorough steeping in black culture. Consider for a moment the value to a white teacher of this knowledge. In the black culture the relationship between a child and an adult differs from that in the dominant culture. The black child is not expected to carry on a discussion with an adult as if he or she were an equal, or an almost equal, with the adult. A teacher from the dominant culture whose criteria have been set by her experience with children from the dominant culture expects a conversational skill from the black child that is simply outside of his life-style. The teacher then often judges the child dull purely because he lacks a knowledge of the child's culture.

Another important difference is that many black children, particularly poor ones, are members of extended families. Often grandmothers, aunts, uncles, and cousins live under one roof. The small nuclear family characteristic of the white middle class is not their concept of a family. In addition, many reports have pointed out the disproportionate number of black families headed by females. This is partially a result of economic racism but, whatever its cause, it has produced a matriarchal cultural pattern which means that many black children think of a family as a mother, a grandmother, and children. Incidentally, if the family is economically sound, it can be a good family; a male head does not automatically mean that a family is as good as the literature would have one believe.

A black child from such an extended family will have difficulty identifying with the nuclear white family of the basal reader. He would be better served by beginning reading literature which honored and reflected his history rather than patently rejecting it.

One of the stereotypes many whites have of black people is that blacks have more so-called natural rhythm. Black people as a group do have more rhythm and the reason for this is not genetic but cultural. Dancing and participating in musical activities is an integral part and much more emphasized in the black culture (compare a black church service with a white one). Again, knowledge of the culture could aid the student and the teacher. More rhythmic activities should be incorporated in teaching black children -- for instance, putting multiplication tables to music and dance patterns.

Another cultural pattern that is somewhat different in black culture is nonverbal behavior. In many ways, black people communicate differently with their body movements. For exam-

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Photo: Jean-Claude LeJeune

ple, black children can communicate anger, hostility, and rejection with their eyes. The movement – shifting the eyes away from another person in a quick low arc with the eyes partly closed – is called "rolling the eyes." The most aggressive stance a black female can take is to place one hand on the hip with one foot in back of the other and the weight shifted to the back foot. A slow fluid walk with the head slightly raised and one hand either hanging limply or tucked partly in a pocket is a sure sign that a black male is defiantly walking away from an authority figure after a conflict situation. This kind of information can be extremely valuable to teachers who work with black children.

These are but a few characteristics of the black culture, but they clearly make the point. Teachers of black children must understand the culture of these children if they expect success. Perhaps the reading readiness of the black children should be determined by criteria from his own culture.

Understanding Black Dialect

Many teachers believe that one variety of English is correct, hence best. This variety is the one that teachers think they speak and is the one taught in school. Linguists have labeled it standard English.

Many black children, however, speak a variety of English linguists have labeled black dialect, black English, or nonstandard Negro dialect. Black dialect differs somewhat from standard English in its phonology and grammar. If teachers are to work effectively with black children who speak this dialect, they must understand: 1) that black dialect is a legitimate linguistic system; 2) that standard English is not "better" than black dialect; and 3) that black dialect is systematic.

Black dialect is a legitimate linguistic system. Many black people use it exclusively, while others use both standard English and black dialect. The social situation and audience determine which dialect or variety of English is used. Therefore correctness is a relative term. Standard English is not correct if the audience has more difficulty in understanding it than in understanding black dialect. Furthermore, language, in this case black dialect, is an identity label; it is an index or reflection of the speaker's culture. When teachers reject black dialect or look on it as an illegitimate or inferior variety of English, they reject part of the identity of the person who speaks it.

Black dialect is systematic. That is, it is not a collection of sloppy, random erroneous sounds and grammatical structures which the speaker carelessly utters. Instead, when the phonological and grammatical deviations from standard English heard in the speech of many blacks are contrasted with the points in standard English, it is clear that these deviations are consistent and systematic. Black people are not making just any noises, but particular noises.

For example, there are certain phonological rules in black dialect and particular sounds that are systematically substituted where particular standard English sounds occur.[1] One of the phonological rules can be summarized as follows: If a word ends in two consonant sounds and both of them are either voiced or voiceless, and the last consonant sound is /b/, /d/, /k/, /p/, or /t/, then the last consonant is reduced or omitted. Some words ending in two consonant sounds conforming to the above rule are *test, desk, lift,* and *expect.* These end in voiceless pairs of consonants, and black children will pronounce them *tes, des, lif,* and *expec.* The words *told, mind, killed,* and *lived* end in voiced pairs of consonants; black children will consistently pronounce them *tol, mine, kill,* and *live.* Teachers often note that black children leave off the endings of words. They'd be able to better instruct black children if they knew which endings and the linguistic environments where the leaving-off occurs.

There are other examples of phonological deviations from standard English that really comprise the system of black

dialect, and teachers can discover these when they quit looking at black dialect as a collection of mispronunciations and note the system, consistency, and frequency of these deviations in the speech of black children.

The same phenomenon of system occurs in grammar. The grammatical deviations black children make are not random. For example, the copula (*is, am, are*) is systematically omitted in present progressive tense (He looking at me); the plural ending is often omitted if another word in the sentence indicates pluralization (She have two brother); the verb *been* is used to indicate distant past action (He been left for home); this agreement-sound on the end of third person, present tense verbs is omitted (He walk home). Linguists have pointed out, by the way, that the verb system of black dialect in some cases can indicate duration or time of action more precisely than standard English.

Black Dialect and Teaching Reading

In recent years heated debate has raged about the relationship between black dialect and learning to read. Teachers should be aware of and keep up with the findings and suggestions coming from the research generated by the debate.

First, it is important for teachers to understand the nature of the conflict that arises when a child's language is rejected either explicitly or implicitly by his teachers. They must understand the devastating emotional and social consequences of such an act, which the child views as a rejection of himself and his culture. The negative impact upon motivation and progress in learning to read is serious.

The frustration of having one's language rejected would be clear to teachers if they themselves experienced the rejection the black child goes through in school. Imagine a teacher training class conducted by a black teacher who will only tolerate black dialect. Every time the "students" lapse into standard English, the black teacher admonishes and corrects them for errors or stupidity. The teachers would soon experience the torture of rejection and the difficulty of changing one's dialect.

Second, teachers must become aware of specific conflict points between black dialect and standard English. This knowledge will enable them to make the very important distinction between reading errors which must be corrected and pronunciation differences which are dialectic, hence are not errors and can therefore in many cases be safely ignored. For example, teachers can stop confusing and frustrating black children by telling them that pin and pen have different vowel sounds. In black dialect they both have the same vowel sound. And when a black child reads "tol" for "told" the teacher should not correct him, since he has not made a reading error. On the other hand when the child reads "pass" for "passed" or "like" for "liked," he may or may not know that the past tense has been signaled.[3] Here the teacher must determine from the larger sentence or paragraph context or from diagnostic tests whether or not the child needs to learn that the "ed" is a past tense marker.

Again, these are just a few examples, but they serve to give the teacher a sense of the significance for teaching of a knowledge of the phonological conflict points. Teachers should further be aware that synthetic or blending phonics methods also may create problems, because they exaggerate the conflict points and therefore must be tailored to ghetto teaching. This is not a suggestion to abandon phonics – just a reminder that it must be adjusted to avoid conflict points, as many teachers now do to compensate for regional dialect difference. As a general rule children should be allowed to impose their phonological systems on standard English spellings.

Grammatical conflict points must be clear in the minds of teachers also. The deletion of the copula in black dialect mentioned earlier is a good example of this. Teachers' sensitivity to this area of conflict will prevent many comprehension difficulties.

At present there are three major curriculum proposals for handling grammatical conflict points. The first is to delay reading until the child learns to speak standard English grammar or to teach standard English concurrently with reading. The second is to allow dialect reading of standard English texts. The third and most radical suggestion is to translate beginning reading texts into black dialect.[4]

Teachers are already aware of the problems inherent in the first approach. Until now they have tried to change the dialect of these children and have failed. It is almost impossible to change dialect in school, since children get their dialect from peer groups. Only massive integration would make this a feasible alternative – and massive integration is not imminent.

The second proposal, allowing dialect reading of standard English texts, seems a sensible first step in line with current knowledge. Essentially, the child would be translating standard English into his own dialect. Using this method, for example, the teacher would allow the child to read "He going" for "He is going" as long as it didn't interfere with his comprehension. In order to implement this proposal teachers must have, as mentioned previously, a working knowledge of black dialect and where it conflicts with standard English.

The third proposal, which involves writing at least the beginning readers in dialect, is based on two assumptions. First, children will learn to read better from materials written in their own language. Second, books written in dialect will eliminate the need for the child to translate into his own dialect. This extra translating, it is suggested, interferes with comprehension. Whether or not these assumptions are correct and thus justify the use of dialect readers is not yet known.

Much more research needs to be done on these alternatives before there can be any definitive answers. In the meantime it is important for teachers to remain flexible and to be willing to try these new ideas. What is quite clear is that we are now failing miserably to teach black children to read, and there is no justification for maintaining the status quo.

To summarize, teachers need much more knowledge of black culture. They need to know black dialect, its conflict points with standard English, and how to handle these conflicts in teaching reading. This knowledge and its application in the classroom will provide a first step in improving the reading skills of black children. There is no excuse for allowing a teacher's ignorance of his student's culture and language to stand in the way of a child's learning to read.

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2. W. Labov and C. Robins, "A Note on the Relation of Reading Failure to Peer Group Status," *Teacher's College Record*, 1969, pp. 395-406.

3. W. Labov, "The Reading of the -ed Suffix," in H. Levin and J. Williams (eds.), *Basic Studies on Reading*. New York: Basic Books, 1970.

4. W. Stewart, "On the Use of Negro Dialect in the Teaching of Reading," in J. Baratz and R. Shuy (eds.), *Teaching Black Children to Read*. Washington, D.C.: Center for Applied Linguistics, 1969. □

APPENDIX F - BIBLIOGRAPHIES

Bibliography 1. Films and Filmstrips

Bibliography 2. Bibliography: The Target Population

Bibliography 3. Curriculum and Curriculum Materials

Bibliography 4. Materials which will assist in the evaluation of textbooks for bias

BIBLIOGRAPHY #1: FILMS AND FILMSTRIPS

Distorted Image: Stereotype and Caricature in American Popular Graphics 1850 to 1922. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, N.Y., N.Y., 10016.

Set of 60 color slides with a cassette or record and discussion guide. Analyzes the stereotyping of minority groups in cartoons and illustrations by popular magazines.

Guide to Films (16mm) About Negroes. First Edition. Alexandria, VA: Serena Press, 70 Kennedy Street, Alexandria 22305. ERIC ED 050595.

Over 740 films (16mm) concerning the lives, culture, history, and problems of black people in the United States and in Africa are listed alphabetically by title in this guide. Each entry includes the running time, a synopsis of the film's content, and a source code, and it indicates whether the film is in black and white or in color. The guide includes a subject index and a key to the source codes which provides the names and addresses of film distributors. The films cover a wide variety of subjects, including racial discrimination and prejudice; ghetto life; ancient cultures of Africa; the civil rights movement; militancy and black power; segregation and desegregation; political, economic, and social developments in Africa; and biographies of such well-known black people as Stokely Carmichael, Huey Newton, and Booker T. Washington.

Johnson, Harry. Selected Films and Filmstrips on Four Ethnic Minorities (Afro, Indian, Oriental, and Spanish Speaking). ERIC Clearinghouse on Information Resources, 1976.

Many American Series. Producer/Distributor: Learning Corporation Grade Level: Intermediate-Junior High, Running time: 20 minutes each. Color. 1974.
A series of seven films concerning the lives of children of different backgrounds and cultures, but all Americans.

Minorities Series. Producer/Distributor: Cornet, 1974. Grade Level: Junior-Senior High School. Running time: 16 minutes each. Color.
This series of five films discusses the patterns of change in the lives of minorities in the United States from Africa, Asia, and the Americas.

Prejudice: A Lesson To Forget. Producer: American Education, 1973. Grade Level: Secondary. Running time: 18 minutes. Color.
Traces racial, religious, and ethnic prejudice from the founding of America to current times. Explains the differences between discrimination and prejudice.

Prejudice: Causes, Consequences, Cures. Producer: CRM Productions, 110 East 590th Street, Delmar, California. Grade level: Secondary, adult.
A film showing a number of familar stereotypes and the role of stereotypes in prejudice. Using documentary film footage, the film demonstates how prejudice leads to discrimination and even to the threat of violence.

The above films may be rented from either of the following sources:

BAVI
1327 University Avenue
Madison, WI 53701

University of Wisconsin-LaCrosse
UW-Film Library
1705 State Street
La Crosse, WI 54601

BIBLIOGRAPHY #2: THE TARGET POPULATION

Allport, Gordon, The Nature of Prejudice. Cambridge: Addison-Wesley, 1954.

Broudy, Harry S. Schooling for the Culturally Deprived. Paper presented at the Articulation Conference, University of Illinois, Allerton House, February 21, 1965. Published in October, 1965. ERIC ED 022823.
A review of historical efforts to improve the condition of the poor by education.

Burma, John H. Mexican-Americans in the United States, A Reader. San Francisco: El Dorado Distributors, 2489 Mission Street, Suite 17, 1970.
This collection of 40 articles concerning Mexican-Americans in the United States contains reports and essays (by both Anglos and Mexican-American educators) on prejudice and discrimination, economics, family, religion, social and political behavior, health, class and status, and acculturation and assimilation. In one selection, Puerto Ricans also are discussed.

Carter, Thomas P. The Mexican American in School: A History of Educational Neglect. New York: College Entrance Examination Board, 1970.

Friar, Ralph E. and Natasha, A. The Only Good Indian: The Hollywood Gospel. Drama Book Specialists Publications. 1972
The authors chronicle the ways the American Indian has been mispresented in print, in song, on stage, and especially in the cinema.

Glock, Charles & Ellen Sigelman, Prejudice, U.S.A. N.Y.: Praeger, 1970.

Kvaraceus, William D., and others. Poverty, Education and Race Relations: Studies and Proposals. Boston: Allyn and Bacon, Inc., 1967.
The 14 papers in this book discuss and suggest ways of dealing with the effect of poverty and discriminatory race relations on education.

Levine, Irving & Judith Herman. "Search for Identity in Blue Collar America". National Project on Ethnic America. N.Y.: The American Jewish Committee, 1972.

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Walser, F. LeRoy. Ethnic Study and Foreign Language Education: Chicanos and Spanish Language. Atlanta: Paper presented at the ACT FL/SCOLT Joint Annual Meeting, November 25, 1972. ERIC ED 082547.

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Zintz, Miles V. What Classroom Teachers Should Know About Bilingual Education. Albuquerque, New Mexico: New Mexico University, Bureau of Research Report, 1969.

BIBLIOGRAPHY #3: CURRICULUM AND CURRICULUM MATERIALS

American Indian Historical Society. Textbooks and the American Indian. San Francisco: Indian History Press, 1970.

Amerindian Publishing Company. Handbook for Indian Education. Los Angeles: 1969.

Banks, James A. Teaching the Black Experience: Methods and Materials. Belmont, California: Fearon Publisher, Inc., 1970.

Banks, James A. Teaching Strategies for Ethnic Studies. Rockleigh, N.J.: Allyn and Bacon, Inc., Longwood Division, 1975.
This book is designed to help contemporary and future teachers attain the content, strategies, concepts, and resources needed to teach comparative ethnic studies and to integrate ethnic content into the regular curriculum. The book is divided into two major parts. Part one presents a rationale for teaching comparative ethnic studies, goals, key concepts for ethnic studies programs, and practical ways to organize lessons and units. Part two consists of chapters on the major American ethnic groups. The appendices include a chronology of key events in the history of ethnic groups, a list of films and filmstrips, a selected list of ethnic periodicals, and criteria for evaluating textbooks and other learning materials.

Chen, Cecilia Mai-Chi. Books for the Chinese American Child. A Selected List. Madison, Wisconsin: The Cooperative Children's Book Center, 1969.

Cole, Johnneta. "Black Women in America: An Annotated Bibliography". Black Scholar, 1971.

Combined Paperback Exhibit, Inc. Red, White and Black (and Brown and Yellow): Minorities in America. A Bibliography. Briarclift Manor, N.Y.: 1970. ERIC ED 039283.
This selection of nearly 600 paperback books, art reproductions, films, filmstrips, and records is intended for classroom, reference, and general reading purposes. The materials cover art and music; African history, government, culture, Afro-American history and culture; other minorities--American Indians; Orientals; Spanish-speaking peoples; social sciences--sociology; anthropology; psychology; urban studies; the ghetto; housing; poverty; welfare; and employment; religion; the Church and racism; Judaism and anti-Semitism; education, integration, and youth; bibliographies, booklists, and reference works; literature--biography (individual and collective); poetry; drama; adult fiction; young adult fiction; and juvenile fiction; and a selected list of bibliographies. A directory of publishers of these works is also included.

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Children's fiction written between 1945 and 1962 was analyzed for current stereotypes of minority Americans, and the results were compared with related studies of adult fiction and school textbooks. A table ranking the verbal stereotypes of the 114 minority American characters is included.

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Black, native, and Spanish-speaking Americans are the three main minorities in this bibliography, along with women. The overall tenor is one of a humanistic approach to the practice of public administration. A subsection of films, filmstrips, tapes, records, games, and other media is provided as a resource to practicing public administrators in minority settings. These multi-media supports have proven their usefulness time and time again in multiple settings.

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Developed to provide background information for teachers on cultural differences and to help them help their students learn to understand and interact cooperatively with other people, the manual discusses prejudice and make suggestions for developing attitudes in the mentally retarded. An experience starter unit (junior level) discusses likenesses and differences. Lesson plans include a rationale, subunits, general and core activities, resource materials, and vocabulary. A bibliography lists curriculum guides, publishers, intercultural learning programs, resources materials for human and race relations, audiovisual aids, books on American cultural minorities, and integrated books and texts. Appendixes contain materials for duplication and for the overhead projector, lesson plans, role playing situations, stories dealing with social problems, a vocabulary list, and a teacher evaluation form.

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Livingston, Samuel A. Simulations Games and Attitudes Toward the Poor: Three Questionnaire Studies. Baltimore: John Hopkins University, Center for the Study of Social Organization of Schools, October, 1971. ERIC ED 057612.
The studies test the effectiveness of a simulation game called "Ghetto". In this game, the player takes the role of a poor person living in an inner-city slum neighborhood. The education purpose of the game was to increase the players' understanding of the obstacles and hazards that the poor must face in their daily lives. A test administered immediately after the game showed the players' attitudes toward the poor became more favorable. The results of later tests, however, did not show this effect. It was suggested that the game would be valuable at the beginning of a unit of instruction so that the temporary attitude change induced by the game would make the students more receptive to the related instruction which followed.

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Moses, Kathlyn. Aids to Media Selection for Students and Teachers. Washington: U.S. Department of Health, Education and Welfare. 1976.
This publication lists reviewing tools published since 1970 and includes an excellent listing of sources of multi-ethnic materials. Cost is $2.00 from U.W. Printing Office, Washington, D.C.

National Study of School Evaluation. Evaluation Guidelines for Multiracial/Multicultural Education. Arlington, VA: National Study of School Evaluation, 1973.

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This annotated bibliography of multi-ethnic curriculum materials is distributed by the Title IV Equal Opportunity Project and funded under the Civil Rights Act of 1964. All materials listed are available from the Nebraska Title IV Equal Educational Opportunity Project. Also included is a microfiche listing which emphasizes multicultural education.

New York City Board of Education. Teaching About Minorities in Classroom Situation: Resource Bulletin for Teachers in the Secondary Schools. Curriculum Bulletin, 1967-68 Series, No. 23. Brooklyn: Bureau of Curriculum Development, 1968. Available from the Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 ($2.00). ERIC ED 023691 (microfiche only).
This teaching guide for the study of minority groups in America is intended to help secondary school students (1) improve their self-image through an appreciation of their heritage, (2) recognize the contributions of the diverse groups that make up American society, (3) realize that interdependence is a part of American life, and (4) develop skills in interpersonal relationships. Background information of the culture, history, and aspirations of nine American minority groups is provided. Activities and materials--including books, articles, films, filmstrips, recordings, and pictures--are suggested.

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The books, films, recordings, songbooks, and additional sources recommended in this annotated bibliography and supplement on minority groups are listed in sections intended for general reference, elementary students, secondary students, and teacher reference. Although the preponderance of sources deal with the history and culture of the American black (i.e., 110 secondary books from the series "The American Negro: His History and Literature"), the elementary section includes most minority groups and the secondary section cites 42 volumes from "The American Immigration Collection."

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Council on Interracial Books for Children. Test Your Textbooks for Racism. New York: 1841 Broadway, N.Y. 10023.
Four page brochure incorporating guidelines developed by California curriculum.

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